## DOCUMENT RESUME

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ABSTRACT

These four self-contained home economics miniunits on career exploration are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level 1 (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these four units are: What Do People Do All Day? (level II); Looking at Food Service (level II); Enjoying and Understanding Young Children (level II); and Jobs: Sewing and Selling (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus descriptions of the development and field testing of the units are included. (HD)

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# MIDDLE SCHOOL - JUNIOR HIGH
# CO-EDUCATIONAL
# MINI UNITS IN HOME ECONOMICS

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# FORWARD

Curriculum development is a continuous and unending activity. Responsible and concerned classroom teachers and other educators through their own initiative undertake activities directed toward the improvement of curriculum. In addition, from time to time changes occur in the societal context which provide special impetus for serious and considered attention to the questions of what ought young people to become and how can curriculum contribute to the development of valued capabilities.

In 1972, the Minnesota State Board of Education issued a policy statement indicating their commitment to the provision of equal educational opportunity for all. The Board recommended that sex role stereotyping and all practices which perpetuate sexual stereotyping in school programs be eliminated. The recommendation further indicated that appropriate action be undertaken to eliminate sex bias from curricular and instructional materials used in elementary and secondary schools. In 1974, a contractual agreement was initiated by the Division of Vocational-Technical Education of the Minnesota State Department of Education with the Department of Vocational-Technical Education and the Division of Home Economics Education of the University of Minnesota for the purpose of developing curricular materials in home economics which would provide equal educational opportunities for boys and girls at middle school/junior high school level.

Audrey Grote, Vocational Program Supervisor for Consumer Homemaking, served as the representative of the State Department of Education to the project. Dr. Roxana Ford, chairperson of the Division of Home Economics Education, University of Minnesota, was director of the project. Helen Henrie, instructor in home economics education, University of Minnesota, served as leader for the several developmental phases of the project. Twenty-four junior high school home economics teachers participated in the development, field trial and revision of the units. Additional junior high/middle school teachers participated in the field trial of the units.

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# DEVELOPMENT OF CURRICULAR MATERIALS

## Selection of Teacher Writers:

Middle school/junior high school home economics teachers throughout the state were surveyed in 1974 to determine their interest in and need for curricular materials in home economics which would be free of sex role stereotyping. A number of the respondents indicated that the home economics program in their school would be integrated during the 1975-76 school year. Furthermore, they expressed a need for curricular materials which would present tasks associated with home and family living as appropriate for females and males. Approximately 30 respondents indicated their interest in participating in the Home Economic curriculum development project at the middle school/junior high school level. From this group, twenty-four teachers were identified to participate in the development of materials and in the field trial of materials in coeducational classes.

## Decision to Develop Mini Units:

Data gathered regarding the scheduling of classes in home economics at the middle school/junior high school level indicated that the semester length offering was most often used for required and elective courses in home economics. The second most frequently used scheduling was the year long course followed by trimester and quarter length offerings. This data appeared to reflect the practice of scheduling girls into home economics and boys into industrial education. With the introduction of co-educational classes it seemed reasonable to assume that new courses would be of shorter duration in order to accomodate larger numbers of students in the same facilities and time frame. Furthermore, shorter units of study seemed to be appropriately matched to the developmental interests of early adolescents. Therefore, it was decided to develop curricular materials which could be taught in relatively short periods of time; thus providing students with opportunities to explore several areas of study within a 6, 9, or 12 week period of instruction. The term mini unit was coined to describe the short self-contained curricular materials which would be designed to provide boys and girls learning opportunities in home economics.

## Selection of Mini Units for Development:

Curriculum development involves the consideration of alternatives and the making of choices among those alternatives. As curriculum is planned the following questions arise:

What changes in pupil behavior or capabilities ought to result from the experiences which comprise the curriculum?

What knowledge, skills and attitudes are necessary for pupils to develop if the objectives of curriculum are to be accomplished?

What approaches to learning will assist students in accomplishing the objectives of the curriculum?

What means can be used to determine whether students have accomplished the objectives of curriculum?

Answers to these questions may be formulated in a variety of ways. For this project the teacher-writers from various locations in the state participated in a series of meetings at which time the following basis for curriculum development were examined: conceptions of the learner and the learning process, developmental characteristics of the early adolescent, current societal conditions and purposes of the field of home economics. As a result of this study the following point of view regarding the purpose of instruction in home economics at the middle school/junior high school level was developed.

It is assumed that individuals, both female and male, have the right to full self-development. Furthermore, the individual is viewed as possessing the potential for the development of a variety of capabilities. The individual is considered an active agent in directing her or his own development. Growth and development of capabilities, is believed to result when the individual interacts with the environment. As the individual interacts with the environment, he or she is capable of developing meaningful knowledge and of interrelating and organizing knowledge. The developing person is considered capable of complex behavior involving considering ideas simultaneously, ordering them and adapting them to meet new situations. This conception of the learner as self-directing, possessing the potential for continuous growth and development, and capable of exercising intelligence in coping with life circumstances appears to be consistent with a society which is dedicated to and dependent upon the development of free, rational, and responsible individuals.

Young people of middle school/junior high school age have reached or are approaching a stage of development which is characterized by search for individual identity, new levels of physical maturation, desire for group acceptance, and the development of intellectual abilities related to problem solving and value development. The emergence of these characteristics has implications for the development of curricular materials which will foster in students comprehension of physical and social environment in which they live. Furthermore, curricular materials which would be consistent with these capabilities would develop students'ability to make informed and reasoned decisions and to execute them effectively.

The desirability of assisting young people to develop these capabilities becomes more apparent in the context of societal conditions. Individuals in the currently complex and ever-changing society face life situations for which there are few, if any, satisfactory ready made solutions.

Among the areas of living in which individuals are required to seek solutions and assume personal decision making power are those which have as their focal points personal, home and family life. As individuals make personal decisions and interact with family members, other individuals, and groups, conditions are produced which affect the well-being of those involved. Furthermore, when individuals interact with objects and materials which are related to the home and perform tasks associated with home and family living, conditions are produced which affect the development of people. Simply stated, the decisions of individuals regarding what to do and what not to do in the realms of personal, home and family life result in conditions which may be beneficial to the development of human potential or may be detrimental to that development. With these ideas in mind it was judged that curricular materials in home economics at the middle school/junior high school level would foster self-development and provide for equal educational opportunity if they provided opportunities for boys and girls to consider the roles they may assume as family members, consumers and wage-earners in home economics related occupations, and if they encouraged boys and girls to explore decision making tasks related to personal, home and family living.

The developmental characteristics of young people, current societal context and knowledge of the field of home economics, were used as guides in the identification of decision making tasks likely to be experienced by middle school/junior high school students. Through a process of consultation which involved Audrey Grote, Helen Henrie and the teacher-writers, 25 mini units were selected for development.

The development and writing stage of the project was carried on from August 1974, through March 1975. During this time, materials underwent several revisions and copies were prepared for field trial. Twenty-two units were completely developed.

Arrangement for field trial of the mini units were begun in November 1974. A letter inviting participation in the field trial was sent to middle school/ junior high school home economics teachers. To the group of 131 teachers who responded indicating an interest in the field trial, 205 mini units were distributed. At the close of the field trial in June 1975, ninety-five units had been returned with completed field trial data. Each of the mini units had been used with at least one group of students. Several units were used in six to eight classes. The average number of field trials per unit was 3.80. A total of 3,566 students participated in the field trial. Seventy-eight percent were female and twenty-two percent were males. Evaluations of the mini unit were completed by the teachers and the students responded to an opionnaire. Responses from the teachers and students were considered in the revision of the mini units.

Revision of the mini units included the following activities. Evaluative statements from the field test teachers and students were summarized. A conference was held with each teacher-writer to examine the evaluations and identify further modifications which would enhance the units. The final revision of the units was carried out by the project leader and assistants.

Throughout the development of the mini units a conscious effort was made to eliminate sex role stereotyping. The decision-making tasks and the related body of knowledge which are focal points of the mini units are those engaged in by females and males. Furthermore, all tasks are presented as appropriate for both men and women. Females and males are depicted as successful and unsuccessful. Members of both sexes are depicted in a variety of roles. The major portion of the conceptual content related to the various decision tasks applies equally to females and males. For example, clean hands, clean clothing and hygienic practices reduce the likelihood of contimination of food. Also, a child's third year is one of physical growth and development. Coordination of large muscles develops and the child is capable of running, riding a tricycle, and carrying large, lightweight objects. Small muscle coordination also develops and the child feds herself/himself with greater skill and handles other objects with better coordination. When a difference in empirical knowledge occurs and is related to sex, statements which describe or apply to males and females are identified.

Format of the Mini Unit:

Each mini unit is composed of an introductory page, the body of the unit, and a section of support materials. The introductory page provides an overview of the unit, including a brief description of the focus of the unit, a statement of rationale, the objectives, suggested grade level, and an estimation of the time required for completion of instruction. The body of the mini unit is composed of three sections. The Conceptual Content contains statements which identify the concepts and generalizations which are relevant to the exploration and understanding of the areas of study and achievement of the objectives. The Pupil-Teacher Interaction describes the particular approach to learning which is being suggested. The role pupils and teacher in carrying out the activities are identified together with the support materials to be used. The Support Material section identifies by number and page the suggested materials which can be used in the pupil-teacher interaction. In some instances, a copy of the material is provided and in other instances the material is to be secured from a source identified in the reference section which appears at the end of each mini unit. Evaluation procedures are not included in the mini units as time did not allow for the development of this aspect of the materials.

The mini units are identified as level I or level II. Level I units provide basic learnings in an area and assume no prior formal educational experience on the part of the students. These mini units are suggested for grades 6 - 7. Level II units extend learnings and introduce new learnings in various decision areas. These units are suggested for students in grades 8 - 9. The suggested time required for completion of a unit of study varies from 3 - 9 weeks. Units which incorporate considerable laboratory experience require 6 - 9 weeks.

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## Career Exploration

Unit Title: What Do People Do All Day?

Unit Focus: In an effort to allow young people to explore lifestyles, this unit emphasizes an investigation of those activities carried on within the home, at one's chosen occupation and during leisure time. The unit attempts to help young people understand the relationship between choices made and the resulting lifestyle. Students are alerted to the personal power they can exercise to develop a desirable and satisfying lifestyle. An exploration of home economics wage earning occupations and the occupation of consumer-homemaker are included.

Suggested Time: 3 weeks.

Level: II

Educational Background: None required.

Unit Title: Looking at Food Service

Unit Focus: The focus of this unit is the exploration of various food service occupations. Through study trips and simulated experiences, students have the opportunity to become acquainted with several occupations related to the preparation and service of food in quantity. Instruction is planned to familiarize students with those areas of study which are basic to several food service occupations. Included are sanitation, service of food, safety, job satisfactions and preparation for various jobs. Basic food preparation techniques, use of equipment and cost control are included in the unit but are not major points of emphasis.

Suggested Time: 6 weeks.

Level: II

Educational Background: It is suggested that this unit be taught to boys and girls who have a basic understanding of food preparation and have some familiarity with food preparation from an experiential base.

Unit Title: Enjoying and Understanding Young Children

Unit Focus: The care and guidance of young children is the theme of this unit. Direct experience with preschool children is suggested as a primary learning experience. The activities and procedures carried out with the children in the preschool are considered in terms of their effect on the development of the young child. Attention is directed to career opportunities related to child care.

Suggested Time: 6 - 9 weeks.

Level: II

Educational Background: None required.

## Career Exploration (cont.)

Unit Title: Jobs: Sewing and Selling

Suggested Time: 6 weeks.

Level: II

Unit Focus: The clothing industry is used as a vehicle to introduce students to the economic system and the role of producers and consumers. An item made from textiles is selected by students and teacher to be produced in the classroom and sold. Students participate in making managerial decisions and perform tasks as production workers in a simulated factory. Job applications, interviews, and time work records are completed by students. Attention is given to satisfactions associated with various jobs. Students have some opportunity to develop sewing skills.

Educational Background: It is assumed that students have some background in clothing construction and limited experience in the operation of the sewing maching. If students have had no experience, the suggested time should be extended 1 - 2 weeks.

## Clothing and Textiles

Unit Title: Clothing Care and Repair

Suggested Time: 2 - 3 weeks.

Level: I

Unit Focus: Clothing storage, laundry and simple repair. Attention to procedures and the effect of procedures on the appearance and life of wearing apparel.

Educational Background: None required.

Unit Title: Personality, Lifestyle and Clothing

Suggested Time: 2 - 3 weeks.

Level: I

Unit Focus: Clothing selection for the individual is the central theme of the unit. Attention is given to the functions of clothing and the influence of values in the process of selecting clothing. An introduction to wardrobe planning is incorporated. Opportunities are provided for students to examine and observe actual fabrics and garments. These experiences are used to develop understanding of the elements of color, texture and line as they relate to clothing design and selection.

Educational Background: None required.

## Clothing and Textiles (cont.)

Unit Title: Consumer Clothing

Suggested Time: 3 weeks.

Unit Focus: Alternative methods of acquiring clothing are explored in terms of resources required and problems or risks involved. Knowledge of the properties of textile fibers and information provided by textile product labels are presented as resources useful in acquiring clothing whether clothing is purchased ready-made or self-constructed. Indicators of quality in garment construction are identified, and students have the opportunity to examine and compare garments for quality of construction. Attention is given to factors which affect prices charged and the relationship of price and quality. Experiences are provided which encourage students to relate factual information to clothing acquisition problems and decision making.

Level: II

Educational Background: None required.

## Consumer Behavior

Unit Title: Consumer Decision Making

Suggested Time: 3 - 4 weeks.

Unit Focus: Consumer decision making is approached as an activity directed toward the satisfaction of needs and one which is influenced by a variety of factors including the knowledge and values of the consumer. It is suggested that students select a consumer decision making project which can serve as a point of reference for the learnings incorporated in the unit. Class activities focus on understanding the relationship of various factors to consumer decision making. Merchandising practices including packaging, labeling, advertising and pricing are studied as well as other sources of information available to the consumer. Students have the opportunity to participate in the several phases of consumer decision making.

Level: II

Educational Background: None required.

## Consumer Behavior (cont.)

Unit Title: Dealing With Dollars

Unit Focus: The unit introduces students to the functions of money in meeting needs and wants of individuals. Experiences in the unit provide opportunities to develop understanding of such concepts as goals, values and resources as they relate to money management behavior. Sources of money income and practices which increase purchasing power or extend money income are among the concepts presented which enable the student to examine her/his own money management practices.

Suggested Time: 2 - 3 weeks.

Level: II

Educational Background: None required.

Unit Title: Metric Mind

Unit Focus: The unit provides a short and basic introduction to the metric system of measurement. Emphasis is on learning to think metrically. The major part of the unit includes understanding the basic units of measurement in the metric system and their interrelationship. Students have some opportunity to use the metric system in simple problems. Activities in sections are designed to acquaint the students with the use of the metric system in the role of consumer and homemaker.

Suggested Time: 2 weeks.

Level: I or II

Educational Background: None required.

## Nutrition and Food Preparation

Unit Title: Good Health Through Nutrition:
How Do You Measure Up?

Unit Focus: The basic food nutrients and their effect on the health and well-being of individuals is the central theme of the unit. Through experiences in the unit, students have the opportunity to become familiar with the Recommended Daily Dietary Allowances for the basic nutrients and food sources for those nutrients. The caloric value of foods and the relationship of calorie intake to calorie output is studied. As the nutrients are studied, students will either test food samples for nutrient content or see demonstrations of tests for nutrients. Opportunities are provided for students to taste foods which supply nutrients in significant amounts and to determine from reliable sources the nutrient and caloric value of foods.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

Unit Title: Nutrition: Buying and Selling

Unit Focus: The selection of foods which will provide adequate nourishment is the focus of this unit. Factors which influence food choices are identified. The Recommended Daily Dietary Allowance is introduced as a guide to the selection of foods. Nutritional labeling, food fads and fallacies, food advertisements and food prices are examined to determine their usefulness in the selection of foods which provide essential nutrients. Experiences incorporated in the unit provide opportunity for students to observe, describe, differentiate, compare, and formulate generalizations.

Suggested Time: 3 weeks.

Level: II

Educational Background: Learnings in the unit assume previous study of nutrition.

Unit Title: Foods With Taste Appeal

Unit Focus: The unit provides an introduction to learnings which are basic to the preparation of foods that are nutritious and appealing to the appetite. Demonstrations, films and illustrated presentations are used to help students develop learnings related to nutrition, sanitation, personal hygiene, safety, standardized recipes, food preparation equipment and principles for the preparation of selected foods. Laboratory experiences are suggested which will provide direct experience with the various learnings.

Suggested Time: 3 - 4 weeks.

Level: I

Educational Background: None required.

Unit Title: Enjoying Outdoor Cookery

Unit Focus: Three types of outdoor food preparation settings provide an organizational structure for student activities in the classroom and outdoors. Principles of food storage, preparation and serving are included in the unit. Meat, vegetable and pasta cookery principles are presented with attention to adaptations to outdoor facilities. The preparation of quick breads, desserts and beverages from recipes adapted to outdoor preparation are included. The basic nutrients and their functions are incorporated in the unit as various types of food which provide those nutrients are studied. Laboratory lessons are interspersed throughout the unit. It is suggested that several preparation and serving experiences be performed in the outdoor settings.

Suggested Time: 6 weeks.

Level: II

Educational Background: This unit is appropriate for students who have completed basic food preparation and nutrition courses.

## Housing

Unit Title: A Space for Living

Unit Focus: The aim of the unit is to develop students' awareness of the environments in which they live and to develop their ability to modify those environments in ways which will satisfy needs. Particular attention is directed to such aspects of home environment as color, line pattern, arrangement of furnishings, utilization of space and care of space and furniture. Experiences are incorporated in which students have the opportunity to simulate choice making and consider effects which result from choices made.

Suggested Time: 3 - 4 weeks.

Level: II

Educational Background: None required.

## Personal Development

Unit Title: Grooming and You

Unit Focus: Personal appearance, grooming practices, and the choice of personal grooming practices are focal points of the unit. The care of physical features, including skin, hair, and nails, is studied. Experiences are provided which illustrate the development of grooming practices over time and the relationship of selected practices to cultural norms and physical health. The selection of personal care products is used as a means of introducing students to consumer decision making.

Suggested Time: 3 weeks.

Level: I

Educational Background: None required.

Unit Title: Becoming a Person - A Lifelong Process

Unit Focus: This unit is directed to helping students develop a realistic and favorable self-concept. Experiences in the unit encourage students to accept themselves and seek opportunities for growth and development of personal potential. Individuals are presented as trustworthy, capable and able to exercise self-determination in regard to personal development. Conforming and stereotyping as ways of behaving are examined in terms of the probable effects on personal development. Students have some opportunity to exercise independent thinking and express personal ideas through value clarification and communication exercises.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

## Personal Development (cont.)

Unit Title: Making the Most of Your Resources

Unit Focus: This unit introduces students to the management process. The meanings of the concepts, goals, resources and values are developed as well as the inter-relationships of these concepts in the several phases of the management process. Several activities in the unit provide opportunities for students to work through planning, controlling and evaluating phases of the process.

Suggested Time: 2 weeks.

Level: I

Educational Background: None required.

Unit Title: Understanding Yourself and Human Sexuality

Unit Focus: The unit introduces students to sexuality as a part of human development. Attention is given to the physiological components of sexual development and to the attitudes and feelings about sex which develop as individuals mature. The unit provides accurate information regarding the physiological development of sexuality in females and males. The various modes of sexual behavior and the probable consequences of these behaviors are examined. Experiences are incorporated which encourage the student to think through possible courses of action in regard to sexual behavior and the consequences of those actions.

Suggested Time: 3 - 4 weeks.

Level: II

Educational Background: None required.

Unit Title: You and Your Family

Unit Focus: The unit is designed to enhance the students' understanding and appreciation of the family as a unit of interdependent individuals whose interactions result in environments which affect the development and well-being of individuals. The unit attempts to develop students' awareness of the potential of families of varying structures for meeting the needs of family members. A problem solving strategy is introduced as a framework for the examination and consideration of problems which family members may experience as they interact with each other. Students have the opportunity to select a concern of interest to them and work through the problem solving strategy in regard to that concern. Communication exercises and values clarification activities are incorporated in the problem solving strategy.

Suggested Time: 3 - 6 weeks.

Level: I

Educational Background: None required.

## Personal Development (cont.)

Unit Title: Learning to Care for Children

Unit Focus: The unit introduces the student to the concept of child care. Children from infancy to preschool age are presented as developing individuals. The responsibilities of the child care person (baby sitter) and the procedures used with children are considered in terms of their effects on the welfare and development of the child. Employer-employee relationships and responsibilities are considered. An overview of other careers related to the field of child care is included.

Suggested Time: 2 - 3 weeks.

Level: I

Educational Background: None required.

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**TITLE:** *WHAT DO PEOPLE DO ALL DAY?*

**UNIT FOCUS:** In an effort to allow young people to explore lifestyles, this unit emphasizes an investigation of those activities carried on within the home, at one's chosen occupation and during leisure time. The unit attempts to help young people understand the relationship between choices made and the resulting lifestyle. Students are alerted to the personal power they can exercise to develop a desirable and satisfying lifestyle. An exploration of home economics wage earning occupations and the occupation of consumer-homemaker are included.

**RATIONALE:** Individuals in a democratic society are expected to assume responsibility for decisions regarding the purpose and direction of their lives. Furthermore, they are expected to assume responsibility for the consequences of decisions made and actions taken. Decisions regarding the roles to be assumed as a consumer-homemaker, a wage-earner and an individual at leisure are significant in extablishing purpose, direction and meaning to life. Decisions which have such far reaching effects on individuals and society ought not to be left to chance. This unit provides a series of experiences which encourages the student to explore her or his own potential, the demands of various work roles, and the interaction between worker, work and lifestyle.

**INSTRUCTIONAL OBJECTIVES:**

Comprehension of the concept of lifestyle
Comprehension of the tasks and work roles associated with consumer-homemaking
Comprehension of the tasks and work roles associated with wage-earning occupations related to home economics
Comprehension of the concept of leisure and leisure activity
Comprehension of the effects on lifestyle resulting from fusing of the multiple roles
Comprehension of the relationship of personal qualities to selection of work roles as a consumer-homemaker
Comprehension of the relationship of personal qualities to selection of work roles in various clusters of home economics related occupations
Awareness of personal characteristics, interests and abilities
Awareness of the satisfactions and dissatisfactions which may accompany choices of consumer-homemaking roles, wage-earning roles and leisure time activities
Willingness to explore a variety of work roles without regard to sex
Appreciation of contribution of persons in various work roles

**EDUCATIONAL BACKGROUND:** None required. Level II.

**SUGGESTED LENGTH OF TIME:** 3 weeks.

### CONCEPTUAL CONTENT

### PUPIL-TEACHER INTERACTION

### SUPPORT MATERIAL

**Pre-Teaching:** Collect a variety of newspapers and magazines which describe and illustrate the work and leisure activities of people on the local, state and national scene.

Select a few interesting, colorful pictures and words which illustrate or refer to the various activities in which people are involved.

Include activities within the home, showing work plus relationships as well as wage earning occupations. Be attentive to avoid sex-role stereotyping. Include items classified as non-productive activities.

Display pictures, clippings, etc. on a bulletin board and give several to each student.

Direct attention to pictures. Ask:

What are the people doing in the pictures?

What tasks do they appear to be doing?

What activity is being carried out?

Are there some other tasks illustrated?

List responses on chalkboard. Continue to question students to add to the variety of types of tasks listed.

When tasks representative of the concepts of work, types of work, leisure and non-work are listed, continue:

On the chalkboard are listed a number of activities. Which activities would you put together? Why do those activities belong together?

Accept student responses. Encourage students to identify reasons for grouping. Write down examples of activities which belong in the groups students suggest.

Transition: In the next ten minutes write down as many other groupings of activities as you can. Be sure to tell why the activities belong in the same group.

As students work, circulate to help them to identify reasons for groupings of activities.

Activities which are grouped together may share one or more characteristics in common. Through questioning, encourage students to identify these similarities.

How are these tasks alike? Are there other similarities? How does this group differ from other groups you have made?

Examples of student groupings and reasons:

| Tasks which are alike | Reasons tasks are alike |
|---|---|
| Making cookies<br>Playing tennis<br>Swimming | Things I like to do in my spare time<br>Things I do very well |
| Washing dishes<br>Mowing the lawn | Things I do to help around the home |
| Delivering papers<br>Shoveling snow | Things I do to earn money |

Before students have exhausted all of the possible groupings, share some groupings orally.

### CONCEPTUAL CONTENT

Certain activities are done by people to maintain biological life and health. e.g., sleeping, eating, cleansing the body. These activities require time and effort. These activities are useful or helpful to life.

Certain activities are carried out by people for themselves or others to add to the quality of life and to meet human needs, eg., homemaking tasks and paid occupational tasks.

Work is the name given to tasks or activities which people undertake which contribute to the improvement of the lives of people. Work requires time and effort.

Frequently, a reward or "pay-off" results from doing work or being involved in work activities.

The pay-off, reward or satisfaction that accompanies work may be a sense of personal accomplishment or fulfillment and/or material rewards, i.e., goods, money, etc.

Tasks or activities which do not contribute to the improvement of lives of individuals or society are not considered work. Acts which are destructive or unproductive usually do not offer long-lasting satisfaction or reward.

e.g., bank robbery
plane hijacking
property destruction
shoplifting
fighting
cheating

### PUPIL-TEACHER INTERACTION

Which tasks did you put together? How are they similar? Did anyone else have a similar group? Are the reasons the same?

Encourage students to identify the reasons for grouping activities.

Record reasons for grouping and illustrative activities in the group.

Direct students' attention to the groups which have been formed. Ask:

Can larger groups be made? What makes those activities similar?

Select several groups which illustrate work tasks. Ask:

How might these activities be similar?

Does each activity in the group have that quality?

Are there other activities which might be included? Are they similar?

How do the activities in this group differ from those not in the grouping?

Encourage students to identify the characteristics which make up the concept of work. They may also want to differentiate betwen different types of work.

Ask:

Is there a reward or pay-off that a person gets when work activities are done?

Does every activity listed have a reward?

What kinds of rewards are associated with work tasks?

How does an individual feel when work has been completed?

Contrast work which is productive and beneficial to people with non-work or non-productive activities.

How are the rewards related to non-productive activities different from those related to productive activity?

Transition: Direct students' attention to groups of activities which are likely to be considered leisure. Ask:

What name is given to these activities?

What do you mean by leisure?

Why might these activities be grouped together?

### SUPPORT MATERIAL

## CONCEPTUAL CONTENT

Activities which the individual chooses to undertake during periods of uncommitted time are called leisure activities.

Leisure assumes that there is voluntary choice of activity and a person capable of making a choice.

Leisure is time to be used according to the individual's own judgment or choice.

True leisure is not imposed on the individual. The person controls the existence of that time. True leisure is that period of time which is highly significant to the individual: e.g., Saturday and Sunday during the school year and holidays.

Enforced leisure is time freed from work activity through action of an outside force rather than by choice or action of the individual. e.g., leisure created by illness or job retirement.

Leisure activities have the potential of being both satisfying and dissatisfying.

Leisure activities vary in terms of the contribution they make to the individual and groups of people.

## PUPIL-TEACHER INTERACTION

How do leisure activities differ from work activities? Are they similar to work activities?

Assume that baking cookies is a leisure time activity for you. Indicate your pleasure or displeasure if the following happened as you were preparing and baking the cookies.

A thumbs-up sign means pleasure.

A thumbs-down sign means displeasure.

As the cookies were ready for the oven, you suddenly cannot remember if you put in the right amount of sugar.

You sample a cookie hot out of the oven. It is o.k.

Your Dad comes in and says, "Why is this kitchen such a mess?"

Someone walks through the kitchen, samples a cookie and says, "Not bad. Hope you are baking lots."

It takes 25 minutes to clean up.

The last pan of cookies is slightly burned.

You have three dozen unburned cookies to take to ____________.

Your Mom comes in and says, "Those three dozen cookies you made would cost $2.75 at the bakery."

What does the example of baking cookies as a leisure activity tell about rewards of pay-offs from leisure activities.

Transition: Direct students to list three activities they have observed people doing which might be leisure activities for the person.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| Any specific activity which is productive and beneficial to the individual and society may be viewed by one individual as work activity and by another individual as leisure activity.<br>i.e., fishing and hunting was viewed by Native Americans as work necessary to maintain life, but, today, it is considered by many Americans as leisure not essential to provide food for a living. | Answer the following questions about one of the leisure activities:<br>What reasons might the person have for doing this activity?<br>How does the activity help the person?<br>How does the activity help other people?<br>Would this particular activity be a leisure activity for you? Why? | |
| | **Pre-Teaching:** Prepare copies of Activity Clocks. Prepare copies of Summary Sheet and Classroom Chart. | S.M.1<br>S.M.2<br>S.M.3 |
| | Prepare Time, Choices and Lifestyle Visual. | S.M.4 |
| | Transition: Display Time, Choices and Lifestyle Visual. The circle that you see stands for the time an individual has to live. No one knows how long he or she may live and so time is equal for all people. | |
| Lifestyle or a way of living is produced by the choices an individual makes. Choices are made regarding the several kinds of work activities and leisure activities. | The way in which individuals choose to use time is different. These shapes stand for the types of activities to which people might choose to devote time.<br>Display colored labeled shapes and explain meaning of lifestyle.<br>Transition: In the next experience, each of you will have a chance to learn about a person's lifestyle by asking:<br>What do you do all day?<br>Give students copies of activity clocks. Explain procedures for data collection. Practice interviewing and recording data. Students may take role of person being interviewed and teacher can role play interviewer.<br>Exchange roles and have another student interview a student or teacher.<br>Help students to identify someone they will interview.<br>Interviews are to be done as an out-of-class activity.<br>Transition: What did you find out about the person you interviewed? Share general comments.<br>To get a more complete picture of the lifestyles of the people interviewed, we will summarize the information in chart form.<br>Give each student a copy of the individual summary sheet. Acquaint students with the categories of activities and method of tabulating information.<br>Using student collected information, work through the tabulation for several sets of information. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | Circulate and guide individual students in this activity. As individual students complete tabulations, direct them to enter this data on the Classroom Chart. When Classroom Chart is complete, begin examination of information with one of the time and activity categories which will be of interest to students. Ask:<br>What do you notice about the amount of time devoted to this type of activity?<br>Is the amount of time similar for many of the people who were interviewed?<br>What is the range of time devoted to this type of activity?<br>What might explain the range of time?<br>Does an individual have a choice about the amount of time he/she might devote to activities of this type? |  |
| The amount of time an individual devotes to activities related to maintaining biological life can be lessened to some extent without harm to the individual. | Could the time devoted to the activity be lessened? How much? Under what conditions? |  |
| The activities and time required to perform them cannot be eliminated without harm to the individual. | Could the tasks be eliminated? Why? Why not? |  |
| Some of these activities or parts of them may be done by someone other than the individual person, then time and effort may be conserved.<br>e.g., washing of hair, shaving, caring for nails. |  |  |
| The amount of time devoted to activities in the role of consumer-homemaker, may be increased or decreased due to the choices made regarding that work role.<br>Many of the tasks done in the role of consumer-homemaker may be done by someone other than the individual who benefits from them.<br>i.e., food preparation<br>laundry<br>purchase of consumer goods<br>home maintenance<br>Many of the tasks done in the role of consumer-homemaker are directly related to maintaining health and well-being and cannot be eliminated without harmful effects to individuals.<br>The manner in which these activities are carried out affects the health and well being of individuals. | Guide students in the examination of information through discussion based on questions similar to those in the preceding section. |  |

## CONCEPTUAL CONTENT

Individuals may choose the work roles and activities they undertake as members of a household. Both women and men do some homemaking tasks.

The amount of time devoted to activities in the role of paid employees varies depending upon the responsibilities assigned to and assumed by the worker.

The American economic system and social and technological conditions have made wage earning employment part of many lifestyles.

Individuals may choose the work roles and activities they undertake as self-employed or paid employees. Not every man or woman works as a paid employee.

The amount of time devoted to leisure activities may vary greatly among individuals.

The availability of some time which can be devoted to leisure activity appears to be related to health and well being of people.

Individuals may choose the activities they will undertake during leisure time.

The values an individual holds (ideas regarding what is good, worthwhile and desirable) influence the choices made regarding the importance of the various work and leisure time activities.

The values an individual holds also influence choices among alternative work and leisure time activities.

## PUPIL-TEACHER INTERACTION

**Pre-Teaching:** Arrange for several young adults to visit class and be interviewed by students. Interviews are to illustrate the choice making between two or more alternatives and the effects or consequences of the particular choices on other decisions and lifestyle.

Interview questions may be focused on decisions related to

1. Choice among particular paid occupations
2. Choice among consumer-homemaking work roles
3. Choice among leisure time activities

As guests talk with class members, the following questions may help to identify values which have influenced choice making.

How do you feel about the choice you have made regarding leisure time activities?

What, in particular, do you find satisfying about that choice?

What are some important things you hope to gain through leisure time activity?

Do you feel you were able to choose the job at which you are employed?

What reasons did you have for choosing this particular job?

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | What are the important things you hoped to find in a job? | |
| | Do you want to continue in the same kind of employment? Why? Why not? | |
| | Each of us assumes some responsibility for kinds of work as a consumer-homemaker, which tasks do you particularly enjoy? Why? | |
| | **Pre-Teaching:** Assemble materials to be used by students to depict their present and future lifestyles. | |
| | Representation might be done in the form of a large clock face with activities written in or depicted in pictures. A collage or time line can be made. | |
| | Guide each student in the preparation of an illustration or representation of her/his present lifestyle. Illustrations are to show current wage earning roles, work done in the role of a student, consumer-homemaking work, personal maintenance activities and leisure activity. | |
| | Each student should also attempt to develop an illustration of her/his lifestyles as he/she hopes it will be in five to six years. | |
| | As students work on the representations of their present lifestyles and on the lifestyles for the future, circulate to students and help them to clarify their ideas and express them as completely as they can. | |
| | Sample questions which would help students think but not force them to choose a particular answer include: | |
| | What does this mean? | |
| | Would you really enjoy that kind of activity? | |
| | Would you like to do that day after day? | |
| | What would have to happen if things were to be that way? | |
| | Where does that idea lead? What things might happen if . . .? | |
| | What other possibilities are there? | |
| | How would this choice affect other choices? | |
| | What would have to be true if this activity were to be part of your lifestyle? | |
| | Does that choice depend on any other person? Will it affect anyone else? | |
| | When students have completed this activity as individuals, some sharing of lifestyles may be desirable. As students share ideas, raise questions to assist them in identifying values which have influenced their choices. | |
| | **Pre-Teaching:** Prepare case study Sam Talks to the Bathtub. | S.M.5 |
| | Transition: Prepare visual of Hierarchy of Human Needs. | S.M.6 |

**CONCEPTUAL CONTENT**

Basic human needs are frequently met or satisfied by and through activities or work roles assumed as consumer-homemaker.

Physical needs are those needs which are biological in nature and must be satisfied and maintained for the body to function properly. The need for food, clothing, shelter, rest and sexual expression are physical needs.

Security or safety needs are those which seek to free the individual from threatening or dangerous situations. The need for security includes both freedom from physical danger and psychological fear.

Belongingness or love needs include a desire to have close relationships with individuals and groups in which rapport, empathy, sympathy, kindness and mutual trust exist.

**PUPIL-TEACHER INTERACTION**

Read case study Sam Talks to the Bathtub to students, or prepare a copy of it for students to read. Ask:

What do you think about Sam and his situation?

Why was Sam upset?

Would you be upset in a similar situation?

Was Sam right in objecting to cleaning up after his roommate? Why? Why not?

What are some other household tasks that are part of everyone's lifestyle?

Who will perform tasks around the home in your desired lifestyle and why?

In your present lifestyle, what tasks do you perform? Your father? Your mother? Other family members?

Record on the chalkboard tasks which students idenfity.

e.g., budgeting money
care of children
cooking meals
washing dishes
housecleaning
dusting
vacuuming
shopping
laundry
shoveling snow
car repair
home repair
furniture refinishing
carrying out trash

Which tasks do you believe would affect your lifestyle least if they were not done?

Mark with an (X) those tasks students identify. Ask:

What would happen if no one did this task for one day? If it was not done for three days?

What would happen after one week?

How important are these tasks to the health and well-being of individuals?

Reveal transparency of Hierarchy of Needs. Explain meaning of various needs.

Identify ways in which the completion of tasks associated with consumer-homemaker work roles may contribute to meeting needs of others as well as self.

**SUPPORT MATERIAL**

## CONCEPTUAL CONTENT

Self-esteem needs include a desire for individual achievement, competency, independence and freedom. The desire for a differential status in which the individual is able to satisfy other needs is related to the need for self-esteem.

Self-actualization refers to the human being's desire to develop to her/his fullest potential. The need is initiated by a desire to grow psychologically, creatively and productively.

Cognitive needs are those in which a person has a desire to know, to understand and to explain elements of life. Cognitive needs may be exhibited as curiosity and search for knowledge and meaning.

Aesthetic needs are described as a desire for order, symmetry, and beauty.

According to Abraham.H. Maslow's theory of human needs, one's needs are organized in a hierarchy because the lower needs must be satisfied before higher needs may be satisfied. Furthermore, several different needs may be operating at the same time.

## PUPIL-TEACHER INTERACTION

**Pre-Teaching:** Divide class into small groups of 3-4 members per group to investigate the dollar value of work done by a person performing in the consumer-homemaker role.

**Pre-Teaching:** Divide class into small groups of three to four students per group. Each group will investigate the dollar value of the work done by a person performing in the consumer-homemaker role and will also collect information about the satisfactions and dissatisfactions individuals experienced in that role.

Arrange for the following types of individuals to visit class:

employed adult female living alone
employed adult male living alone
employed adult female or male living with
    persons of same sex
employed adult female with children
married female or male homemaker not
    employed as a wage earner

Prepare: Value of Work as a Consumer-Homemaker.

Collect data on the average hourly wage paid individuals in the local community who are employed to do the types of work identified on the information collection form.

Note whether individuals who are willing and qualified to do the job are available in the community.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Acquaint students with the information collection form.<br>Role play, interview of resource persons. | |
| The dollar value of work performed by individuals in the consumer-homemaker work role is significant. | Interview resource persons.<br>Following interviews and data collection, guide small groups as they determine the approximate dollar value of work performed.<br>Enter data from each group into master chart which can be viewed by entire class. Ask: | |
| Some of the consumer-homemaker work roles cannot easily or effectively be assumed by another worker as a paid employee. | What did you find?<br>Is it possible to employ someone to perform all of the tasks identified as part of the work of a consumer-homemaker?<br>Would it be possible to employ someone to do this task full time?<br>What do you notice when the cost of employing persons to do these tasks is considered?<br>How much would it cost to employ someone to do these tasks for one week? | |
| The work performed in the consumer-homemaker role is as difficult to do well as the work performed as a wage earner.<br>The work performed in the role of consumer-homemaker is useful to the larger society.<br>The work performed in the role of consumer-homemaker is basic to meeting human needs.<br>Work as a consumer-homemaker is satisfying because the work benefits oneself or others.<br>Work as a consumer-homemaker may be satisfying because it is money saving.<br>Individuals have different needs which may be fulfilled to different degrees by the work tasks of the consumer-homemaker.<br>Satisfaction may be derived from work for a variety of reasons:<br>pleasant working conditions<br>can direct own work schedule<br>can see results of work<br>can do work well<br>Others appreciate work done.<br>There is a variety in the tasks to be done.<br>Work contributes to the well-being of others and self. | In general, what does the information collected from the interviews tell us?<br>Transition: Several of the questions you asked were related to the satisfaction people experience as they do the work associated with consumer-homemaker roles.<br>Which tasks did the person your group interviewed enjoy doing?<br>Why did he/she enjoy these tasks?<br>Which tasks did the person dislike? Why did they dislike the tasks? | |
| | **Pre-Teaching:** Prepare copies of "I Am" and "I Can." | S.M.8<br>S.M.9 |
| | Refer to students' illustrations of future lifestyles and that segment related to the role of the consumer-homemaker. Ask: | |

**CONCEPTUAL CONTENT**

An occupation or job is satisfying when a person's needs are met or satisfied by and through work, and the work roles an individual chooses and the conditions related to the work environment.

People have a need to develop and use their potential. People have a drive to develop their capabilities.

Work as a self-employed person or as a paid employee may provide opportunities to develop potential and satisfy needs.

Satisfaction in a job is not the same for all people who are employed in that job.

Satisfaction in a job contributes to the individual's desire to continue in the job.

**PUPIL-TEACHER INTERACTION**

What activities in your lifestyle will you find satisfying, dissatisfying? Why?

Give each student a copy of "I Am" and "I Can." Have students complete the form.

Discuss with students their capabilities in relation to tasks they described as part of their hoped-for lifestyle.

Pre-Teaching: Order and preview the filmstrips "Changing Work Values" and "What is Work?"

Show films to students and discuss meaning. of work and satisfactions derived.

and/or

Prepare copies of support materials, "What People Say About their Jobs."

Read support material with students and encourage them to identify the aspects of the occupations which are satisfying or dissatisfying to the individual and the effect of satisfaction on continued employment in the job.

Pre-Teaching: Refer students to their earlier representation or illustration of a possible lifestyle. Direct them to view the illustration and consider the following questions. Think about one of the wage earning occupations at which you might like to work. Answer these questions:

Forgetting about money, what would you like most about this job?

What is the most exciting thing you would do as a part of the job?

How much of the time on your job would you be doing this exciting thing?

What is the best thing about the people with whom you would be working?

What do you like about the place where you would work?

What would you dislike most about this job?

How much time on the job would you spend doing the disliked tasks?

Students may share orally some of their answers. Perhaps they will want to add other wage-earning occupations to their chart.

Pre-Teaching: Prepare five large panels of poster board, flannel board, chalkboard or similar materials. Title each board with one of the five home economics related career clusters.

Prepare a map representing the local community. Identify the business district and industries in the community. Include all enterprises which offer wage-earning employment.

Collect help-wanted sections from local and large city newspapers.

Transition: Reveal panels with cluster titles.

Describe each home economics career cluster in general terms.

**SUPPORT MATERIAL**

S.M.10

## CONCEPTUAL CONTENT

Home economics occupations are those which are based on knowledge, skills, and attitudes developed in the field of study of home economics. Wage-earner career clusters within home economics include:

Child Care and Development
Fashion and Apparel
Foods and Hospitality
Housing, Home Furnishings and Equipment
Sanitation and Housekeeping

Often, the occupations within a related cluster are similar because workers use some of the ideas related to the same body of information.

The following types of information are useful in selecting an occupation.

Basic academic skills needed to do work
Physical skills needed to do work
Mechanical skills needed to do work (machines)
High school training or classes which would be helpful in the occupation

Post-high school training required or recommended
College education required or recommended

What work experience is recommended?

Tasks to be performed:

What do workers do?

How much responsibility does the worker have? What kind?

How frequent are contacts with people?

What kinds of contacts are they?

Working conditions, kind of environment:

What is the working schedule? hours per week? vacation? sick leave?

Pay? any other benefits? insurance? etc.

## PUPIL-TEACHER INTERACTION

Identify specific occupations representative of those included in the cluster.

As each cluster is introduced, refer to map of community. Ask students to identify industries and enterprises that employ workers from the particular career clusters.

Students may review help-wanted ads in newspapers and identify employment opportunities within each cluster.

As jobs are identified, pictures and words associated with the career and places of employment may be added to the display panels.

Following the general introduction to the career clusters, pose the following situation:

Assume that you are ready to take a full-time job and earn your own living.

You are located in a community which offers employment in several of the home economics career clusters. Before you decide on a particular job, you plan to investigate one or more which are of interest to you.

Select a home economics career cluster which is of interest to you. Identify several jobs within that cluster which are of particular interest to you.

Divide students in small groups according to their career cluster interests. Have the group members formulate answers to the following questions:

> What do I want to know about the jobs I have selected?
>
> How can I find out about the job?

A combination of experiences is suggested to assist students in learning about the chosen occupation and career cluster.

Teacher may plan a study trip to industry or business that employs workers in that particular cluster for the purpose of collecting job information.

Child Care and Development - Day care center or licensed day care home.

Foods and Hospitality - Food service of the school, hospital, local restaurant or nursing home

Fashion Apparel - Factory producing textile products, retail clothing store, laundry and/or dry cleaning establishment

## SUPPORT MATERIAL

S.M.11
S.M.12
S.M.13

## CONCEPTUAL CONTENT

Is there a great need for workers in this occupation or are jobs scarce?

Is work of this type available everywhere?

What do workers enjoy about the job?

What do workers dislike about the job?

## PUPIL-TEACHER INTERACTION

Housekeeping - Hotel, motel, or custodial service of hospital, nursing home, or school

Housing, home furnishings and equipment.

Shadowing a worker for several hours and/or interviewing the worker to obtain information regarding job satisfaction and lifestyle.

Arrange for an owner or manager of a business employing persons in home economics related career clusters to speak with students regarding worker traits and qualities.

Arrange for a representative of the state employment agency to talk with students regarding employment outlook.

Review reference S.M.14.

Secure publications and visual appropriate for student use in the study of selected home economics careers.

Secure copies of Regional Directory of Minnesota Area Vocational-Technical Institute.

Secure descriptions of training programs offered by AVTIs in home economics related occupations for students to see.

Following completion of a variety of information gathering activities, students may summarize and report their findings.

The report may include factual information describing:

- Major duties of employee
- Requirements for employment (education and experience)
- Availability of employment in the occupation
- Personal qualities desired in employee
- Salary - wages
- Opportunities for advancement
- A personal expression of attitude toward employment in that job.

Students' reports regarding the job requirements and possible satisfactions may be done in one of the following ways:

- Written report
- Oral report on tape
- Pictorial report
- Combination of any of the above

Highlights of reports may be shared with entire class.

When the reports are completed, have students compare their "I Can," "I Am" profiles with the occupational requirements.

Discuss with them whether they might work in that occupational cluster and why.

## SUPPORT MATERIAL

S.M.14

**CONCEPTUAL CONTENT**

**PUPIL-TEACHER INTERACTION**

To all considered occupations, students need to put the following questions:

How does this occupational choice affect my desired lifestyle for the future and, more specifically, what will be the effects on living time and leisure time activities?

Suggest that students review their original illustration of desired lifestyle. Identify changes, additions.

What are the next steps to attaining this lifestyle?

**SUPPORT MATERIAL**

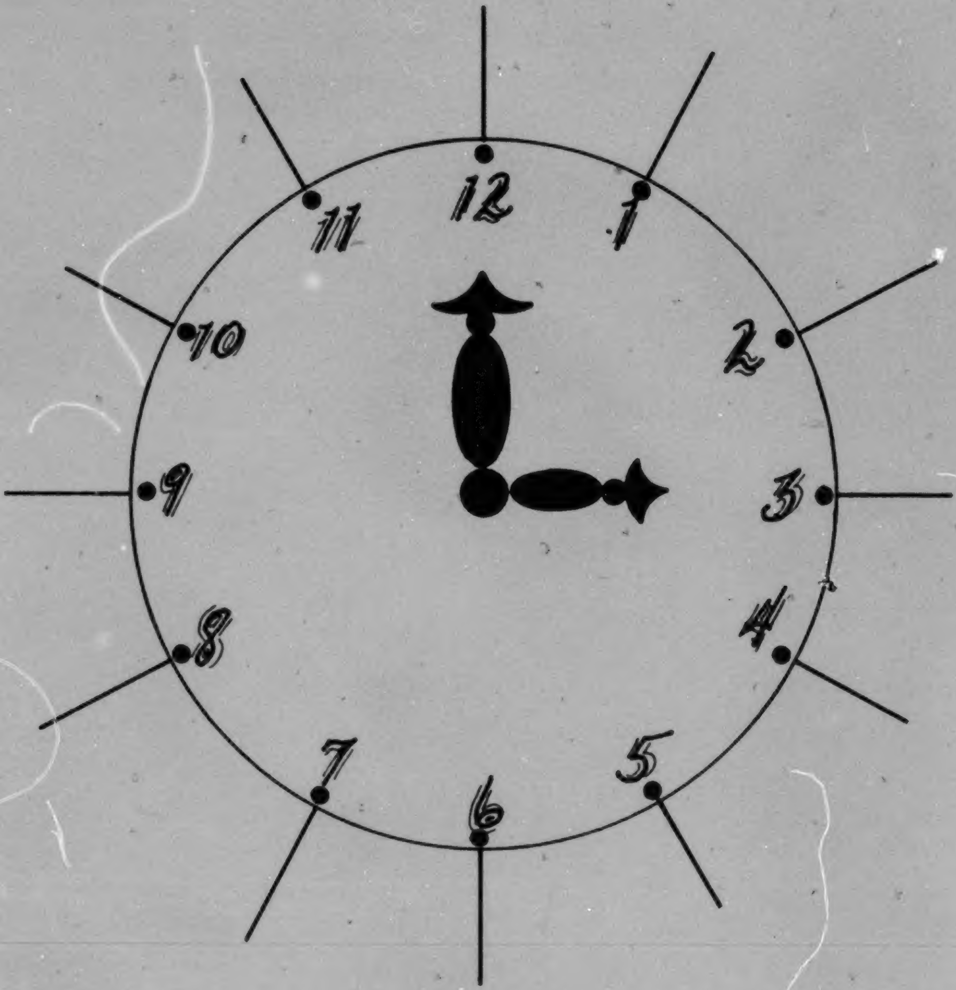
S. M. I

## ACTIVITY CLOCK

(Two copies for each student)

1. Circle sex of person interviewed. Female _____ Male _______
2. Age of person______
3. Circle time of day

   A.M. P.M.


12
1
2
3
4
5
6
7
8
9
10
11

## Directions for Interview

1. Introduce yourself if the person you are interviewing does not know you.

2. Explain the purpose of the interview.

3. Begin with the A.M. clock and the time the person gets up and begins her/his day on a week day.

4. Ask the person being interviewed to list the activities he/she did during each hour.

5. Record their answers on the clock for the A.M. Use the space between the numbers to write the activities.

6. Repeat for the P.M. clock.

7. When the data has been recorded, ask the person being interviewed to mark with a colored pencil or pen those activities which he or she considers leisure.

8. Save the clocks for the summary sheets.

S. M. 2

## SUMMARY SHEET

## How an Individual Uses Time

| Activities | Estimated Hours A.M. | Estimated Hours P.M. | Total Hours |
|---|---|---|---|
| Work activities in the role of consumer-homemaker | | | |
| Work activities in the role of paid employee | | | |
| Leisure activities | | | |
| Work activities devoted to personal care and maintenance of biological life and health | | | |

## S. M. 3 CLASSROOM CHART FOR INTERPRETATION OF DATA

How People Use Time: Hours Reported

| Sex | Age | Consumer-Homemaker | Paid Employment | Leisure | Maintenance of life |
|---|---|---|---|---|---|
| Female | 18 | 4 | 8 | 5 - 1 | 10 |
| Female | 68 | 2 | 0 | 12 | 10 |
| Male | 18 | 6 | 8 | 2 | 8 |
| Male | 35 | 5 | 8 | 2 | 9 |

S. M. 4

## TIME, CHOICES AND LIFESTYLE VISUAL

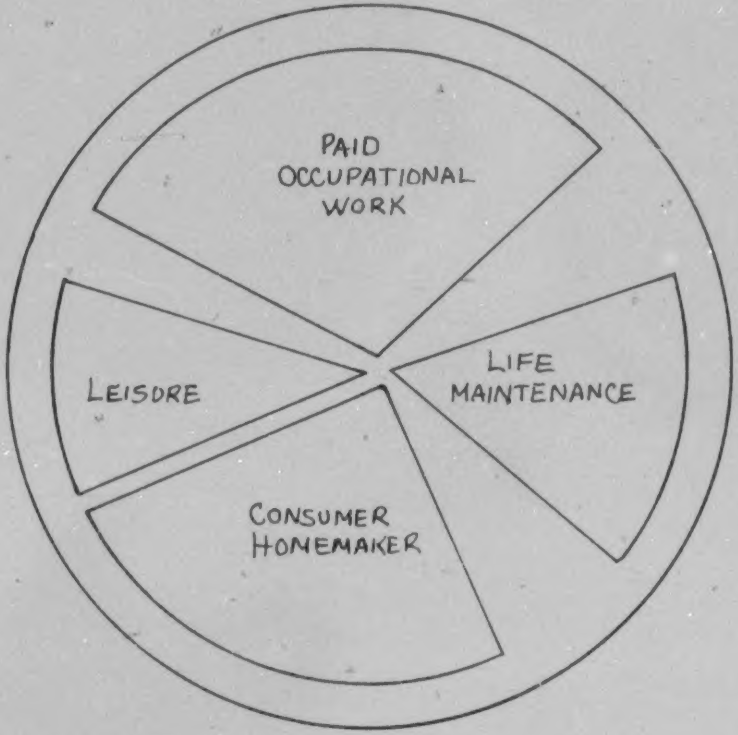
Purpose: The purpose of this visual aid is to represent in a graphic manner the concept of lifestyle and the decisions which affect lifestyle.

Prepare a large circle or other figure to represent the time an individual has during his or her life.

From colored paper, prepare other irregular or geometric shapes to represent the time devoted to leisure activity, paid occupational work, life maintenance activities and consumer-homemaking work activities. Shapes need not fill all the space or fit perfectly. Unoccupied spaces can represent unknown use of time not committed to a particular type of activity.

The size of the foregoing shapes should be in proportion to the amount of time devoted to that activity in a particular lifestyle. The teacher may represent her or his own lifestyle.

Within each of the shapes, display pictures, words or other symbols which tell something about the manner in which that time is used and the satisfaction which the individual experiences.



S. M. 5

## SAM TALKS TO THE BATHTUB

Sam Clark slammed down the hood of his car, picked up the oil can and grease gun and walked into the apartment building. Dust, grease and perspiration on his arms and clothes were signs of a job completed. Sam was thinking, "Now for a hot bath and some clean clothes."

As he bent over the tub to turn on the water, three rings on the side of the tub told him that his roommates had already used the tub. Sam turned the water off and reached for the cleanser and cloth to clean the tub. As he attacked the rings of dirt, he spoke,

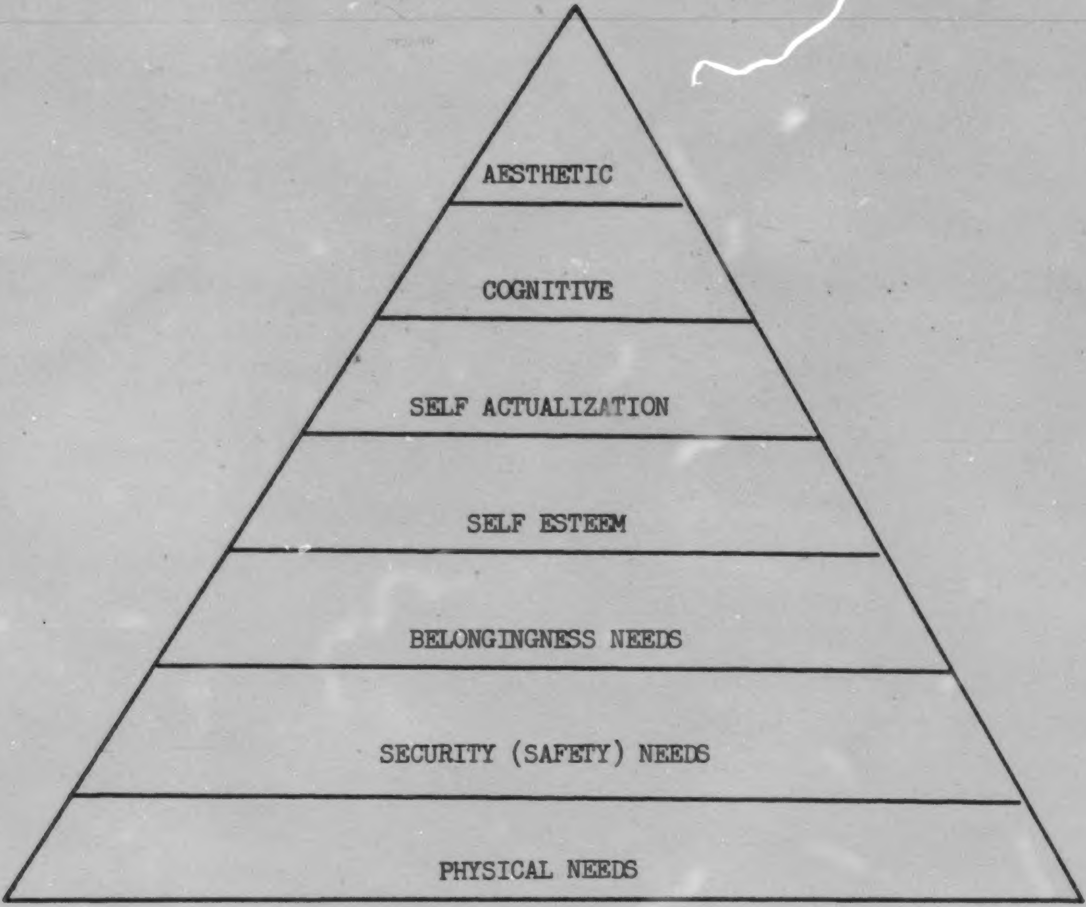
> "How come I always get to clean up after these guys? It seems like they never clean the tub or sink after they use.
>
> I don't remember the tub and sink being left dirty at home. Who did clean them? Was it Mom or Paul or maybe Sara did it for her allowance.
>
> I remember I didn't always have time. I was just too busy with important things."

The tub was clean now, and Sam could take a bath. He stopped and called, "Hey, fellows, come in here. I have something to show you."

As the three roommates arrived, Sam began, "Now look carefully at this bright, shiny, clean tub. I've . . . ."

S. M. 6

# A HIEARCHY OF HUMAN NEEDS


AESTHETIC
COGNITIVE
SELF ACTUALIZATION
SELF ESTEEM
BELONGINGNESS NEEDS
SECURITY (SAFETY) NEEDS
PHYSICAL NEEDS

S. M. 7

## VALUE OF WORK DONE BY HOMEMAKERS

| A Sample of Consumer-Homemaker work tasks | Estimated Time Required | Estimated Hourly Rate of Pay | Estimated Dollar Value | Satisfactions | | |
|---|---|---|---|---|---|---|
| | | | | Like | Dislike | Why |
| Food Related Activity | | | | | | |
| Preparing and Serving: | | | | | | |
| breakfast | | | | | | |
| lunch | | | | | | |
| dinner | | | | | | |
| Purchasing food | | | | | | |
| Washing dishes | | | | | | |
| Cleaning up, maintenance of space and equipment | | | | | | |
| Clothing Related Activity | | | | | | |
| Sorting | | | | | | |
| Washing | | | | | | |
| Ironing | | | | | | |
| Storing | | | | | | |
| Repairing | | | | | | |
| Purchasing Clothing | | | | | | |
| Housekeeping Related Activity | | | | | | |
| Picking up | | | | | | |
| Scrubbing | | | | | | |
| Waxing | | | | | | |
| Dusting | | | | | | |
| Sweeping (vacuum) | | | | | | |
| Bed making | | | | | | |
| Child Care Related | | | | | | |
| Supervision | | | | | | |
| Entertaining | | | | | | |
| Physical Care | | | | | | |
| Purchasing toy materials | | | | | | |

S. M. 8

## "I AM" - TAKING STOCK OF YOURSELF

1. Attitude toward work. List several consumer-homemaking work tasks that are your responsibilities.

a.______________________________ b.______________________________

c.______________________________ d.______________________________

2. Think about the way you go about these tasks. Check those phrases which describe your way of working.

| | |
|---|---|
| _______ I usually finish the task | _______ I usually do not finish the task |
| _______ I get by with as little effort as possible | _______ I do all that is expected and more |
| _______ I get the work done on time | _______ I am late, never done on time |
| _______ I waste time and energy | _______ I work efficiently |
| _______ I need reminding and prodding to get the job done | _______ I can work on my own. I am a self starter |
| _______ I give up easily when things are difficult (not fun) | _______ I have a stick-to-it attitude |
| _______ I'd just as soon not show my work to anyone else | _______ I'm proud of the work I do |

S. M. 9

## "I CAN" - TAKING STOCK OF YOURSELF

Directions: Below is an incomplete list of abilities. Rate yourself and your performance. Add any other abilities you have that are not listed and rate those, too.

Check the box that best describes you.

| PERSONAL CHARACTERISTICS | VERY GOOD | GOOD | FAIR | POOR | NOT AT ALL |
|---|---|---|---|---|---|
| Physical stamina | | | | | |
| Use my strength | | | | | |
| Read | | | | | |
| Write legibly | | | | | |
| Spell correctly | | | | | |
| Do basic math accurately | | | | | |
| Type | | | | | |
| Wash Dishes | | | | | |
| Dust | | | | | |
| Vacuum | | | | | |
| Other (list all) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

S. M. 10

## WHAT PEOPLE SAY ABOUT THEIR WORK

| FOR TEACHER REFERENCE | FOR STUDENT REFERENCE |
|---|---|
| Satisfaction: Psychological sense of fulfillment in doing a job well; contributing to others. | Mary: "I've been working here at the Day Care Center after school for about a year. I really enjoy working with the kids. My boss has confidence in my ability and lets me direct some activities on my own. It gives me a chance to try my own ideas and it gives me practice in leadership skills. That's important to me and I guess that's why I like the job. I work with the kids during free play, story hour, games and help feed them their afternoon snack. I'm really proud when parents come in and compliment me on my work. I know I'm helping them by taking good care of their children while they are at work. I'd like to continue working here and maybe go to school to become a nursery school teacher. I would like to have a school of my own someday." |
| Satisfaction: Related to fulfilling physical and psychological needs and material reward. | Paul: "I have this really great job! You know, I'm crazy about ice cream. When I heard they were hiring at Snowy's I couldn't get there fast enough to apply for a job. I've been working there for a month now. I make up sundaes and cones or help in cleaning up. I make the minimum wage, which is o.k., especially since I'm still in high school. What's really super is that I get all the ice cream I want during my breaks. I work a couple nights a week and weekends. My boss is nice enough to let me off if I have a test to study for or if something special comes up, as long as I let him know in advance. That's important, too. I like to have some time for a social life and other activities." |

S. M. 10 (cont.)

Dissatisfaction: Lack of sense of fulfillment. Unsure as to economic rewards.

John: "I've been working at the clothing store for about six months now. I wait on customers, hang new stock and keep the place neat. People come in and I ask if they need help and they always act like I should leave them alone. They complain about the high prices but there's nothing I can do. If there aren't very many customers, the boss tells me to leave early so my hours vary from week to week. It's not a very sure source of money. I feel as if it makes no difference if I'm here or not. Maybe I'll look for a new job when school gets out."

Dissatisfaction: Lack of sense of accomplishment and dislike for repeated tasks under time pressures.

Hank: "I've been out of school for a year (high school). Food has always been a big thing with me and I like working around people so I applied for this job at the restaurant. My job is to wash pots and pans. It's the same thing over and over again. I have to keep these pans clean so the preparation can go on. The pots and pans differ in size, but it's still all the same old thing. Finish one pot and then there is another one to do again. That's the system! Sure, for an hour or so it's o.k., but eight hours a day, five days a week, all year long. I started going to school at the Tech school. As soon as I get the training I need, I'm going to split and get another job."

Satisfaction: Monetary rewards, pride in self, self-fulfillment, a sense of contributing to society and a secure job.

Gail: "I got married right after I graduated from high school and worked for a couple of years. The money really came in handy since we were setting up housekeeping. There were many things we wanted for our home. We decided that I would stop working while Judy, our daughter was young. I liked my job. My bosses told me to let them know if I ever wanted to come back to work again.

"When Judy started school, I decided I would like to get back into the work force, so I called my old bosses.

S. M. 10 (cont.)

| | |
|---|---|
| **Satisfaction**: Monetary rewards, pride in self, self-fulfillment, a sense of contributing to society and a secure job. | **Gail** (cont.): "They told me to come in the next week—that there would be a job for me. I feel that I'm contributing to society and I feel more complete as an individual. I'm being trained for a new position right now. My employers are very pleased with my work. Things are really working out well for me. Jack, Judy and I enjoy being together on the evenings and weekends." |
| **Dissatisfaction**: Lack of monetary rewards and an insecure job future. | **Kenny**: "I really need a steady income if I'm going to keep up my car payments and insurance and have any left over for a social life. It's my senior year and there is the prom, dates, and lots of things. I thought this job at Alpine would be just the thing, since I could work after school and most weekends, but it's just not working out that way. You show up for work, and if there's not much of a crowd using the slopes they won't need you all evening and there goes part of the pay you were counting on. Of course, you can ski free, but I don't care much for skiing. What I need is money coming in that I can count on and this just isn't getting it for me. Sure hope I can find another job soon!" |

# HOME ECONOMICS RELATED OCCUPATIONS

## Hospitality Foods

Entry level:
- Short Order Cook
- Domestic Cook
- Bus Boy/Girl
- Hostess
- Dietician Aide
- Pantryworker
- Cashier
- Waiter/Waitress
- Home Dinner Specialist

1 yr. or less training:
- Head Waiter/Waitress
- Restaurant Manager
- Chef
- School Cafeteria Head Cook
- Food Products Tester
- Caterer

2 yr. program:
- Flight Kitchen Manager
- Food Technician
- Food Health Inspector
- Research Technician
- Food Service Supervisor

4 yr. degree:
- Industrial Home Economist
- School Lunch Program Director
- Manager, Hotel - Resort
- Dietician
- Manager, Division of Hotel - Resort

## Housing, Home Furnishings and Equipment

Entry level:
- Home Lightings Aide
- Home Furnishings Aide
- Drapery and Slipcovers Aide

1 yr. or less training:
- Decorative Arts Craftsman
- Decorator's Assistant
- Home Lighting and Appliance Assistant

S. M. 11 (cont.)

Housing, Home Furnishings and Equipment (cont.)

2 yr. program:
- Window Display Designer
- Household Products Technician
- Textile Technician
- Scenic Arts Supervisor
- Color Coordinator
- Home Furnishings Sewing Specialist

4 yr. degree:
- Environmental Designer
- Interior Designer
- Home Economist
- Home Service Director
- Textile Researcher

Child Development and Care Careers

Entry level:
- Child Care Attendants
- Teacher's Aide
- Home Health Aide
- Nursery Food Service Worker
- Playground Supervisor
- Lunchroom Supervisor
- Babysitting

1 yr. or less training:
- Licensed Family Day Care
- Licensed Group Care
- Children's Wear Advisor
- Toy Consultant

2 yr. program:
- Day Care Instructor
- Nursery School Aide

4 yr. degree:
- Elementary Teacher
- Director of Day Care Service

Fashion and Apparel (Clothing and Textiles)

Entry level:
- Launderette Attendant
- Dry Cleaner Aide
- Fabric Coordinator
- Tailor's Aide
- Dressmaker's Aide
- Fashion and Clothing Advisor
- Model
- Bridal Consultant

S. M. 11 (cont.)

## Fashion and Apparel (Clothing and Textiles) (cont.)

1 yr. or less training:
- Cleaner and Presser
- Laundry Foreman
- Fashion and Fabric Demonstrator
- Fashion Accessories Advisor
- Garment Fitter
- Wardrobe Mistress
- Alterationist
- Tailor
- Clothing Seamstress

2 yr. program:
- Dry Cleaner
- Dyer
- Cloth Designer
- Weaving Instructor
- Textile Technician
- Laundry Laboratory Technician

4 yr. degree:
- Textile Researcher
- Home Economist
- Fashion Designer
- Fabric Designer
- Fashion Merchandiser

## Housekeeping - Sanitation

Entry level:
- Rug Cleaner
- Custodian
- Maid
- Window Washer
- Housekeeper
- Butler

1 yr. or less training:
- Contract Cleaning
- Apartment Caretaker
- Upholstery Cleaner
- Home Furnishings Maintenance Aide
- Furniture Cleaner

2 yr. program:
- Executive Housekeeper
- Institutional Housekeeping
- Custodial Service
- Domestic, Household and Commercial Aide

4 yr. degree:
- Home Economist
- Home Service Director

S. M. 12

# JOB FACTS

Job Title______________________________

Other Titles Used ______________________________

Job Responsibilities ______________________________

______________________________

Salary Range: Minimum______Maximum_____Average bonus or commission_______

Working Hours: Average number hrs. per week_________; daily from _______ to _________. Number of nights worked___________.

Overtime: Never________Seldom__________Frequent________

Additional facts on hours:______________________________

Educational Requirements: Elem. School____ High School____Post-Secondary______
College______Special courses required______________________________

Job Experience: Previous experience required? Yes______No________

Acceptable type and length______________________________
Previous jobs normally held______________________________
Next job in line of promotion______________________________
Other promotion opportunities______________________________

Supervision:
Supervision of other positions______________________________
Supervised by: Position______________________________
_______Supervision is authoritative, worker makes no decisions
_______Worker is given some supervision
_______Worker makes most decisions herself/himself

Equipment Used: ______________________________

______________________________

Relationship to Other Jobs: Persons contacted regularly as part of job:
Within the business_____________Outside the business__________________

______________________________

Special skills required: ______________________________

______________________________

Use of Basic Skills: Mathematics ______________________
Written Communications___________________ Public Speaking______________
(Use reverse for additional information.)

S. M. 13

## WORKER VIEWPOINT

1. Why are you working?______________________________

2. Why did you choose this type of work?________________________
____________________________________________

3. How did you get this job? Was it the kind of job you had planned on getting while you were in school?________________________
____________________________________________

4. What did you think the job would be like before you got it?________
____________________________________________

5. Is it different from what you expected? If so, how is it different?
____________________________________________

6. What are some of the abilities that a person needs in order to do this work?____________________________________
____________________________________________

7. How much freedom do you have in determining how hard you work?
____________________________________________

8. What are your greatest satisfactions from having this job? ________
____________________________________________

9. What things about the job do you like least?____________________
____________________________________________

10. What do you see yourself doing ten years from now?_______________
____________________________________________

11. Based on your experience, what information or advice would you give to someone who is still in junior high school?__________________
____________________________________________

12. How has this job affected your life away from the job?____________
____________________________________________

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S. M. 14 (cont.)

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**UNIT TITLE:** *LOOKING AT FOOD SERVICE*

**UNIT FOCUS:** The focus of this unit is the exploration of various food service occupations. Through study trips and simulated experiences, students have the opportunity to become acquainted with several occupations related to the preparation and service of food in quantity. Instruction is planned to familiarize students with those areas of study which are basic to several food service occupations. Included are sanitation, service of food, safety, job satisfactions and preparation for various jobs. Basic food preparation techniques, use of equipment and cost control are included in the unit but are not major points of emphasis.

**RATIONALE:** Food service is one of the nation's largest industries. Most people will have opportunities to patronize one or more types of food service establishment and, in addition, many individuals may be employed in the food service industry. Knowledge of the types of operations, procedures related to production and serving of food, and an awareness of occupational opportunities can be beneficial to individuals as they make choices regarding food service establishments to patronize and occupational choices.

Junior high school students frequently have an interest in food preparation and consumption. This unit recognizes this natural interest and attempts to help students expand and broaden their points of view in the direction of occupational choice. The unit can assist students as they begin to examine and explore ideas about work and job satisfaction. The unit should provide opportunities for all students to succeed at a variety of tasks thus building self-confidence as well as personal knowledge of strengths and interests.

**INSTRUCTIONAL OBJECTIVES:**

Comprehension of the characteristics of quality food service operations
Knowledge of the major types of food service operations
Knowledge of the factors which are related to the growth of the food service industry in the United States
Comprehension of the scope and level of occupations included in the food service industry
Willingness to explore occupations in the food service industry
Applies knowledge of principles of sanitation to food handling procedures and housekeeping procedures
Applies knowledge of principles of personal hygiene to work in the food service industry
Values sanitary food handling and housekeeping procedures
Applies knowledge of techniques of table setting and food service to various food service situations
Comprehension of customary courtesy and etiquette in serving customers
Willingness to respond to customers in a courteous manner
Willingness to practice customary food service procedures
Comprehension of the effects of portion control on success of food service operation
Willingness to employ portion control procedures
Comprehension of selected preparation techniques
Knowledge of the purpose of food cost control
Comprehension of the procedures used to determine food prices charged
Knowledge of personal qualities, skills and interests
Comprehension of the factors which contribute to job satisfaction
Comprehension of the relationship of education and experience to employment and earnings in the food service industry

**EDUCATIONAL BACKGROUND:** It is suggested that this unit be taught to boys and girls who have a basic understanding of food preparation and have some familiarity with food preparation from an experiential base.

**SUGGESTED TIME:** 6 weeks.

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | **Pre-Teaching:** Arrange for a study trip to be taken the second or third day of class to any type of food service establishment which employs several levels of workers and which would be a positive example of a well-managed establishment. | |
| | i.e., hospital<br>nursing home | |
| | Review notes to the teacher. | S.M.1 |
| | The purpose of the study trip is to acquaint students with the general operation of the establishment and with the various teams of workers and tasks they perform. | |
| | Introduction: Write the word "SERVICE" on chalkboard or overhead transparency. Ask: | |
| | What does the term service mean? | |
| | What types of services are there? | |
| | Who are people that provide service? | |
| | What is a service station attendant? | |
| Service is defined as work done or duty performed for another or others. | | |
| Anyone who performs work or a duty for another person or persons is providing service of some sort. | | |
| Types of service may include:<br>laundry<br>car repair<br>shoe repair<br>food service | | |
| A service station attendant is one who services autos, buses, trucks and other motor vehicles with fuel, lubricants and accessories. | | |
| | Add the word "FOOD" to "SERVICE" and indicate that the next unit which will be studied is "The World of Food Service." Ask: | |
| The work or duties which are done by the food service industry for others includes: | What srevices are performed by the food service industry? | |
| preparation of a place to eat | What work is done by people who are employed in food preparation and service? | |
| preparation of food | | |
| serving of food | | |
| cleaning of areas and utensils used in food service | List student responses on chalkboard along with the term "FOOD SERVICE." | |
| planning of foods to be served | | |
| purchase of foods | | |
| | **Pre-Teaching:** Collect copies of local or large city newspaper in which food service establishments are advertised. Collect articles which refer to institutional food service establishments. | |
| | i.e., nursing home<br>hospital<br>school | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Ask students to name specific food service establishments at which they have eaten. Pass out newspaper ads to increase diversity of ideas. List responses on chalkboard.<br>When a variety of specific establishments have been listed, ask:<br>Which of these eating places are similar?<br>Why do they seem to be similar?<br>Encourage students to identify similarities and differences among establishments by asking:<br>Where is food served?<br>Who serves the food?<br>How is the food served?<br>How many different types of food are served?<br>How much time does it take to be served?<br>How many people can be served at one time?<br>What is charged for the food and service?<br>As students group specific establishments together which represent types, identify basis for groupings and names which may be given types of establishments. | |
| Fast food service provides limited variety in selection of foods, limited service and may combine customer self-service with waiter or waitress service. Customer turn-over in this type of operation is rapid.<br>Family restaurants provide a wider variety of choice of foods, waiter or waitress service, and a slower paced atmosphere.<br>Luxury restaurants provide unusual food choices, wide variety and excellent service, both in quantity and quality. The atmosphere is relaxed and the decor unique.<br>The general type of food service which provides service and food for profit is the public sector. | | |
| | The specific examples which students are likely to list will probably be of operations in public sector. Help students to clarify major differences and similarities between public and institutional food service. | |
| Institutional food service refers to feeding operations which exist as a supporting service. Profit is not the reason for the existence of an institutional food service. | Explain and illustrate the various specific types of institutional or non-profit feeding units. | |
| Examples of institutional food service operations include:<br>schools<br>hospitals<br>military | **Pre-Teaching:** Review Types of Service Units and Teams of Workers.<br>Prepare copies of "Getting Acquainted with Food Service." | S.M.2<br>S.M.3<br>S.M.4 |

## CONCEPTUAL CONTENT

The part of the operation which includes the reception of customers and the taking of orders and serving of food is called the "front of the house."

The workers who are involved in the front of the house operation include:

- Manager
- Host/Hostess
- Cashier
- Waiter/Waitress
- Bus Boy/Bus Girl
- Counter Person

The part of the operation which includes the storage of food supplies, preparation of foods, record keeping and cleaning of equipment, building, etc. is called the "back of the house."

The workers who may be involved in the back of the house operation include:

- Manager
- Chef or Head Cook
- Assistant Cooks
- Baker
- Assistant Baker
- Kitchen and Pantry helpers
- Head Dishwasher or supervisor of dishroom
- Dishwasher, pot and pan washer

## PUPIL-TEACHER INTERACTION

Transition: Explain that the class will simulate a food service establishment and, as students, they will have the opportunity to work in several jobs. Ask:

What jobs are available in food service?

What jobs do you know are a part of food service?

List student responses on chalkboard or overhead transparency.

From the list of jobs formulated by students, identify those associated with the front of the house.

Explain the meaning of the term "front of the house."

Identify jobs associated with the "back of the house" operation.

Identify the general types of work included in the back of the house operation.

Transition: Before we begin the operation of our class food service operation, we will take a study trip to a local food service establishment.

Each of you will have the chance to study a particular team of workers and a particular worker.

(Assign students to teams of workers and a particular worker, or allow students to select teams and workers.)

Familiarize students with the study trip guide, Getting Acquainted with Food Service. Guide students as they participate in study trip.

If a study trip is not possible, pictures and teacher explanation may be used to acquaint students with conceptual content. An establishment familiar to most students might be used to illustrate various teams of workers and specific workers. The school cafeteria might also be used to illustrate the same segment of information.

## SUPPORT MATERIALS

### CONCEPTUAL CONTENT

Note: The conceptual content for this section appears in chart form in the support section entitled Teams of Food Service Workers.

### PUPIL-TEACHER INTERACTION

Following the study trip, students may meet in team groups to summarize ideas gained on study trip regarding:

- workers in each team in the particular establishment visited
- major duties of specific workers
- information of particular interest about the operation visited

Each team can report to the entire class.

**Pre-Teaching:** Prepare mini survey form for students to use in interviewing several individuals. Prepare large recording chart on chalkboard.

Transition: A first step in setting up the class food service establishment is to decide who the customers might be and the kind of food service they are willing to patronize.

Who could be customers of the class food service?

Accept students' responses.

To find out more about the people who are food service customers and why certain types of establishments are well liked, we will do a customer survey.

Give each student a copy of the mini survey and explain the procedures for gathering information. Encourage students to interview persons of different ages.

Survey is to be completed as an out-of-class assignment. Some students should gather information from adults who may be customers of the class food service project.

Divide students in groups. Assign them to a customer age range. Collect data sheets and distribute to groups matching age of customer interviewed to the student group assigned a similar age.

Direct student groups in summarizing reasons individuals identified for choosing particular food service places.

Each group may report summary ideas. Record on chalkboard.

Students may tabulate information on transparency master or chart similar to the following example:

Number of Times per Week Food Is Eaten in a Food Service Establishment

| Age Range N | 1-3 | 4-6 | 7-10 | 11-15 | 16-20 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

### SUPPORT MATERIAL

S.M.5

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | N = number of individuals responding in each age range<br>When information is recorded, ask:<br>What age group appears to eat out most often? Least often? | |
| Some factors which encourage people to come to an eating establishment are: | What factors might explain the differences? | |
| Food - tasty; served attractively<br>generous portions<br>reasonable prices | | |
| Surroundings - Spacious<br>clean<br>nice decor<br>entertainment provided<br>comfortable atmosphere<br>convenient | What qualities do people seek in food service establishments they patronize?<br>What differences appear for people of different ages?<br>What qualities are important to you to find in a food service operation? | |
| Employees - good service<br>friendly<br>courteous<br>prompt | Transition: In recent years the food service industry has grown until it is one of the largest businesses in the country. | |
| Employment away from home has made it impractical to go home for meals. Employees seek one of several types of food services to provide them with food at reasonable cost with quick and pleasant service. | What food service businesses are there locally?<br>Why are there different kinds of food services operations? | |
| Individuals living in residences which do not provide food preparation facilities has fostered the growth of the food service industry. i.e., dormitories, hotels, motels, hospitals, nursing homes, military. | | |
| The greater mobility of individuals has made it impractical to prepare one's own food at various times. Food service on planes, ships, trains, and for persons who travel by auto have developed to meet these needs. | | |
| Consumption of food prepared away from the home has become an economic possibility for more people due to an affluent economy. | | |
| People who have previously been responsible for food preparation in the home are increasingly being employed outside the home. | | |
| | Pre-Teaching: Review support materials related to units of service, teams of employees, suggested menus and other notes to the teacher. | S.M.6<br>S.M.7 |
| | Develop plans for two simulations which might be done as the first laboratory activity. Include the following information for each simulation: | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | unit of service to be simulated<br>meal and menu to be served<br>customers to be served (type and number)<br>teams of workers and specific jobs required to operate the establishment |  |
|  | Prepare job application forms and schedule for personal interviews, if you find this appropriate. |  |
|  | Transition: Present the plans for both simulations to the class. |  |
|  | Explain and describe the major components of each simulation. Encourage class members to express their opinions of each simulation. |  |
|  | Reach a consensus as to the simulation which will become the first class project. |  |
|  | Following selection of simulation for the first class activity, identify the jobs which will be available and the major duties of the various employees. Illustrate with transparencies or bulletin board display. |  |
|  | After completion of job descriptions and clarification of duties, each student should complete a job application form and give it to the teacher manager. |  |
|  | If interviews are to be held, it may be appropriate to schedule a group of four to five during several class hours while continuing instruction in the other areas. |  |
|  | Select students for various positions, and notify students of their employment as soon as possible. |  |
|  | **Pre-Teaching:** Prepare bulletin board visual which identifies the factors which influence customers' choices of eating establishments. | S.M.8<br>S.M.17 |
|  | **Pre-Teaching:** Order film, slide set or transparency master. Preview and prepare study questions to accompany film or visual aid. |  |
|  | Transition: Define sanitation. Several of the ideas which the class identified as affecting customers' choices of eating establishments are related to the cleanliness of the establishment, food, dishes and employees. |  |
| Sanitation is the work of keeping things clean. Sanitation means to keep harmful bacteria and germs from growing and developing. |  |  |
|  | View film. Lead discussion of questions with students. Emphasize relationship of cleanliness to preventing harmful germs from being introduced and allowed to grow in foods thus causing harm to persons eating the food. |  |
| There are economic, aesthetic, and health reasons for sanitary food control. The laws and regulations are intended to protect the public, not only against injury to health but, also, against fraud and deceit. | Following the film, the class members may make up a set of rules for workers on their team to observe while working in first simulation. (Students will need to know job and team to which they have been assigned.) |  |

## CONCEPTUAL CONTENT

Food-borne illnesses usually result from the introduction of causative organisms into the food either through:

- handling of food, utensils and tableware, or
- contamination of food or serving utensils and tableware through oral or nasal discharge.

The keys to a safe and sanitary food service are healthy employees who are properly trained in safe food handling and who practice good personal hygiene. A great many cases of food-borne illnesses are traced to the human contamination of foods.

Hands become soiled in performance of routine duties as well as before work and after visiting the lavatory. Therefore, frequent and thorough washing is necessary to destroy bacteria.

Clean hands, clean clothing and hygienic practices reduce the likelihood of contaminating food and drink and food contact surfaces of equipment, utensils or single service articles.

No person should work in the area of food service while infected with a disease in a communicable form, while a disease carrier, or while affected with boils, infected wounds, or acute respiratory infections.

In addition to being personally clean and well groomed, the food service worker should observe the following practices of safe food handling:

Be sure hands are throughly clean.

Do not cough, sneeze, or clear mouth or nose near food or dishes. Use a disposable tissue to cover mouth.

Keep hands and fingers away from hair, face, nose and mouth where food poisoning organisms may be picked up and transmitted to foods.

Avoid touching food with hands during preparation and serving. Use forks, tongs, spoons for lifting in order to prevent contamination of food.

## PUPIL-TEACHER INTERACTION

Share rules orally.

If time permits, make arrangements to interview a food service manager to determine sanitation practices followed in her/his establishment.

Suggested personnel to interview:

school cafeteria manager
lunch counter owner
grocery store manager
drive-in restaurant owner

Ask:

What happens to the leftover food at the end of the day?

Who checks to see if the business is sanitary?

Where are the foods stored?

Are chemicals put on the utensils or equipment to make them sanitary?

What does "sanitary" mean?

Do people have to wear hair nets?

What good does an apron do? It gets dirty, too.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| Pick up serving and eating utensils by their bases or handles.<br>Do not taste food with ladle or spoon used in food preparation or service. Wash utensils for tasting between tastes.<br>Do not eat food or chew gum in the food preparation or service areas. It could lead to unsanitary food handling. | | |
| | **Pre-Teaching:** Review section from resource unit in Food Occupations on Washing Multi-use utensils by hand.<br>Assemble supplies and equipment for demonstration of sanitary methods of doing the following tasks:<br>garbage disposal<br>cleaning equipment<br>maintaining and cleaning floors and counter spaces<br>Arrange for a study trip to the cafeteria dishwashing facilities. | |
| Sanitary housekeeping practices are essential to food sanitation.<br>Clean, sanitary dishes contribute to bacteria-free food service. If not properly cleaned and sanitized, utensils and equipment used in preparing, serving and storing food will contaminate it.<br>Manual dishwashing can be divided into three steps:<br>1. prewashing<br>2. actual washing<br>3. care after washing<br>Washing dishes and food preparation utensils has as its main objective the removal or destruction of an environment conducive to the growth of micro-organisms. | Conduct study trip to cafeteria. Identify procedures used to insure bacteria-free space and equipment in the food service area.<br>Kitchen supervisor may explain and illustrate procedures.<br>Demonstrate sanitary practices to be used in the classroom simulation related to garbage disposal, dishwashing, cleaning and maintaining space and equipment. | |
| | **Pre-Teaching:** Prepare crossword puzzle. | S.M.9 |
| | Prepare transparency of diagram of placement of utensils for an individual place setting. Drawing could be done on chalkboard or a flannel graph prepared. | S.M.10 |
| Table settings are designed for the comfort and convenience of the customers or guests. | Transition: Refer to visual of factors which affect customer choice of food service establishments. | S.M.8 |
| Cleanliness, orderliness and completeness in table settings are related to the comfort and convenience of the customers. | When individuals were interviewed regarding factors which influenced their choices of food services to patronize, many of the comments were related to the service which they received. | |
| Table settings follow a standard pattern, although there may be some variation due to the policy of the particular food service establishment. | Recall and state some of the comments. | |

## CONCEPTUAL CONTENT

The space allowed for an individual place setting or cover is 24" by 15".

This amount of space gives the diner room to eat in comfort.

Dishes and flatware are placed about 1" from the edge of the table, counter or placemat. This location is at a comfortable distance for use and is not likely to slip or fall from the table.

The following guides for setting a cover have been agreed to as the *usual manner in most of the U.S.* Variations which provide for the comfort and convenience of the individual being served are acceptable.

Knives are arranged on the right side of cover with cutting edges toward the plate.

Spoons are placed to the right of knives.

Forks are placed to the left of the plate, tines up.

Flatware is arranged in order of use, working from outside in.

The napkin is folded and placed to the left of the fork, with the open edges nearest the fork, so it is handy to pick up and unfold easily.

The water glass is placed 1" above tip of knife.

Bread and butter plate is placed at left, just above fork.

Salad plate is placed at left of fork, 2-3" from edge. (May replace bread and butter place space, if none is used.)

Coffee cup is generally placed to the right of the water glass, or it is placed to the right of the knives and spoons. The handle of the cup should be turned to the right.

Dessert flatware is generally brought in with the dessert. A dessert spoon is placed at the right of a cover and a dessert fork at the left.

## PUPIL-TEACHER INTERACTION

Each of you has probably had some chance to serve food. To find out what you already know, will you complete this crossword puzzle.

Give each student a copy and allow time for completion of the activity. Students may use resource books if you find this appropriate.

Present transparency of place setting and placement of utensils.

Utilize the questions on the crossword puzzle to introduce terms and placement of various parts of the place settings.

As each rule is presented, encourage students to consider reasons for the particular rule and relationship to comfort and convenience.

It may be appropriate to omit some of the more detailed aspects of the cover until students serve a menu that requires these items.

**Pre-Teaching:** Prepare copies of the menu which will be served in the first simulation experience or use those suggested in Support Material.

Prepare a sample customer receipt.

Assemble several large or medium sized trays and other utensils required for serving the menu.

Divide students into groups designated as customers and waiters and waitresses.

## SUPPORT MATERIAL

S.M.11

## CONCEPTUAL CONTENT

Each food service unit determines the style of service that will best fit its particular operation.

An efficient, inexpensive, and easily learned food service for a table or booth service unit is the American style service. The food order is portioned onto plates in the kitchen, carried on trays to the tray stand, and placed before each guest.

Place food so heaviest load is nearest shoulder, both before serving and after picking up soiled dishes. Place all handles towards center of tray. Place articles with liquids at center of tray.

When carrying the tray in front of you, place heaviest articles in the center. Place flatware together. Do not overload.

The manner in which food is served and the comfort of the diner can accent a meal. Customer satisfaction is related to efficient and courteous service.

By serving food neatly, a waiter or waitress can make the establishment seem more attractive and appealing. Do not drip or spill food on customers. Serve cold food cold and hot food hot.

Food should not hang over plate. Use a large enough plate. Place foods on serving plate so they do not touch each other. No stains or fingerprints should be on plate, glasses, and flatware.

Procedures for table service:

All food is served from the left side, with the left hand.

Beverages are served from the right side of the guest with the right hand.

Dishes are removed from the guests' left side, using left hand.

Beverages are removed from the right side of guest, using right hand.

## PUPIL-TEACHER INTERACTION

Transition: The job of waitress or waiter or counterperson is one which is available in many food service operations.

Today we will learn something about the work of those persons who serve food.

Direct several of the students in the customer group to be seated at the simulated booth or table.

Explain the major features of American service.

With students taking the role of customers, walk through the procedure for taking an order, serving the food and clearing the table after service and presenting the check.

As procedures are identified and illustrated, remind students of the relationship of procedure to customer comfort and convenience.

Following the role-play, have students work in teams to practice taking orders, serving and clearing.

Circulate as students practice and give appropriate feedback.

At the conclusion of the student practice session, have students identify aspects of the work they enjoyed—aspects which require further practice.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | **Pre-Teaching:** Secure standardized recipe for family and quantity sized cooking. (School lunch program) Prepare copies for students or prepare visual which students can view.<br>Prepare copy of non-standardized recipe.<br>Prepare copies of Recipe Study Form.<br>Transition: The standardized recipe is a key tool in the preparation of tasty and attractive foods.<br>Have students examine sample of recipes and identify the kinds of information included in the recipe.<br>Record major categories on chalkboard.<br>Show example of non-standardized recipe. Ask:<br>How does this recipe differ from those we just examined? | S.M.12<br>S.M.13 |
| A standardized recipe is a set of directions for the preparation of a particular food.<br>The recipe which has been standardized provides the following types of information:<br>Amount of ingredients either by weight or measure in order of use.<br>Step-by-step method for combining ingredients.<br>Temperature and time for cooking ingredients.<br>Size of utensils to be used for baking and amount to be put in each container.<br>Size of each portion.<br>Number of portions per recipe.<br>Experimentation and testing has gone into the development of standardized recipes to insure that the amount of ingredients and method of combining the ingredients will produce the same kind of product each time the recipe is used.<br>A high quality product of a similar type can be produced each time if the standardized recipe is used correctly. | Explain to students the process used in the development of standardized recipes. |  |
|  | Provide each student with a copy of the recipe study form. Familiarize students with the form and have them identify various aspects of the several recipes. Recipes may be foods which are to be prepared in first simulation.<br>As recipes are chosen to be used in the preparation of foods, the teacher may find it helpful to use the suggested-analysis form to insure that the students have had the appropriate instruction. Students may use the form to familiarize themselves with the recipes.<br>**Pre-Teaching:** Collect standard measuring equipment, a balance scale and ingredients to measure. |  |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| A standardized recipe is helpful in the preparation of consistently high quality foods when the cook or food preparer understands the meaning of the terms and symbols used in the recipe. | | |
| Standardized measuring utensils and ways of measuring are used in the development of standardized recipes. | | |
| The measuring utensils include:<br>dry measuring cups<br>liquid measuring cups<br>measuring spoons for measuring less than ¼ cup of all ingredients | Explain and demonstrate the use of standardized procedures and equipment. Relate to terms and abbreviations students have identified in recipes.<br>Explain the effect of variability in measurement and procedure of the preparation or the quality of food in a quantity food preparation operation. | |
| Standardized techniques (ways to handle and work with ingredients) have been developed to insure that the same amount of the ingredient will be measured. | Customers expect the same product from the establishment morning, noon and night although the employees change. | |
| Standardized techniques have been developed for the following ingredients:<br>flour<br>granulated sugar<br>brown sugar<br>confectioner's sugar<br>solid shortening<br>liquids | If necessary, provide opportunity for students to practice measuring ingredients.<br>Illustrate the use of a scale for measuring and point out that it is used in quantity food preparation. | |
| In quantity food preparation (which is used in the food service industry) ingredients are measured by weight. | | |
| Portion control means that the specific size of the portion of each food is regulated and controlled. | **Pre-Teaching:** Assemble examples of portion control devices. | S.M.14 |
| Each portion of food is the same for each customer whenever that particular food is served in the establishment.<br>i.e., size of cookies<br>piece of pie<br>amount of filling in a sandwich | Review case situation. Modify to meet students' needs. Prepare copies for students. | |
| Portion control is based on the number and size of servings a recipe is developed to yield. | Explain and illustrate the meaning of portion control. | |
| Portion control may be in terms of number and size of scoops, ladles, weight or size of special cutters designed to control size of portion. | Present case situation to students. Read aloud.<br>As students suggest possible actions which Joe might take, record ideas on chalkboard. | |
| Without accurate and careful portion control, customer satisfaction may be lessened. | Encourage students to suggest a number of alternatives. | |
| Inadequate portion control may mean that the operation will lose money and fail to earn a profit. | When alternatives have been listed, examine each alternative. Ask: | |
| If a business fails to operate at a profit, workers may be laid off or replaced. | What effect might this action have on other customers? | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | What would you think if you were a customer and observed Joe's action?<br>What would Mr. Rogers think?<br>If you were Mr. Rogers, what would you expect Joe to do? Why?<br>If Joe took this course of action with many customers, what might happen to the profit the lunch counter operation makes?<br>Following the examination of consequences, have each student write down what he/she would do and why. If these statements are collected, do not have students sign their names, as they may feel pressured to write what they think you expect rather than express their own ideas. | |
| Safety is an attitude of concern for one's well being and for the well being of others.<br>Safety is a willingness to follow procedures established to prevent injury to persons or things. | **Pre-Teaching:** Order and preview one of the suggested visuals dealing with safety procedures.<br>Divide students in teams to which they have been assigned for the first simulation. | S.M.17 120 |
| Accidents occur when safety measures are unknown or those that are known are not practiced.<br>Accidents are costly in terms of human life and material wasted.<br>Selecting appropriate tools and using them properly can contribute to safe food preparation.<br>General Kitchen Safety Rules are:<br>Prepare a place for setting hot things before removing them from the oven or broiler so as not to burn the counter top or the hands. | Transition: When workers are unfamiliar with equipment and materials, accidents may occur.<br>As you watch the following visual presentation, identify and list potential sources of danger or accidents and the possible precautions which might be taken to avoid the accident.<br>Suggest a two-column form:<br>Potential Hazards — Precautions<br>Following the viewing of the visual, have team of students identify those hazards and precautions which are related to their job assignments. | |
| Dry hands before touching electrical equipment, outlets or plugs.<br>Use the plug, not the cord, to connect and disconnect appliances.<br>Keep spoons out of electric mixers and blenders.<br>Slice, dice and chop on the cutting surface.<br>When taking lid from pan, tilt lid up and away from you.<br>If grease catches fire, turn off burner and put lid on pan.<br>Unplug electrical appliances before trying to remove food from them.<br>Turn pot and pan handles toward the center or back of the range.<br>Allow pans which are very hot to cool before adding cold water.<br>Keep cloths away from the range, i.e., hot pads, towels. | Circulate to groups and assist them in the consideration of all possibilities. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| Wash knives individually.<br>Keep cupboard doors closed when not in use. | | |
| | The first simulation can be carried out at this point in the unit. | |
| | **Pre-Teaching:** At the conclusion of the simulation experience, students can examine the concept of job satisfaction and identify the particular aspects of the job they completed which they liked and those which were disliked. | |
| Job satisfaction is the condition resulting from finding pleasure, reward, and satisfaction due to the conditions which exist in the work situation or environment. | Collect pictures of persons in different occupations including some in food service. Collect or write descriptions of the work done by the workers in the pictures. | |
| Factors which influence job satisfaction may be: | Prepare job satisfaction form. | |
| money earned<br>material received<br>social contacts with other employees, employer or clients, customers, or absence of need to have contact | Transition: Today, we are interested in finding out how you feel about your first job in the food service industry. Please fill out part I of this page.<br>Orally share students' reactions. Identify factors which contribute to their satisfaction with the job. | S.M.15 |
| psychological rewards - sense of achievement, power, independence, self-direction | Identify several students who had similar jobs. Compare their reactions to the jobs. Point out similarities and differences. | |
| physical - activity level and type; comfort in the climate or surroundings | Use pictures to illustrate other factors which make a job satisfying which students may not have experienced in their first job. | |
| Job satisfactions are dependent upon the individual's value system.<br>Each individual considers different factors important or desirable to find in a work situation. | Transition: Write the words "CAREER" and "JOB" on the chalkboard.<br>Ask: | |
| A career is an individual's lifelong work or occupation. A career can be made up of several jobs or a single job, which may be paid or unpaid. | Was the work that you did in our food service a job or a career?<br>Why do you consider it a job? How does a job differ from a career?<br>Accept student responses. | |
| A job is the specific work that an individual may be doing at a particular time. | Explain and illustrate the difference between the terms. | |
| e.g., A person could have a food service career and have been employed in several specific jobs in the industry, such as bus boy, waiter, cook and manager. | To further clarify the meaning of the terms, prepare and read a case study to students that illustrates a career and a number of specific jobs. Case study may be one in food service or in another area that would be familiar to students. | |
| A person would have been a waiter/waitress at one or more establishments for their lifetimes. | Students may interview a parent, sibling, friend or other adult to determine the jobs the individual has held and the career ladder or ladders to which those jobs are related. | |
| A career ladder is composed of a number of related jobs in sequence from simple to more complex responsibilities. | Class members may share findings from interviews. Encourage students to relate their interview findings to the concept of career ladders and the factors which influence progression on the ladder. | |

## CONCEPTUAL CONTENT

Progression on a career ladder usually means that the worker has increased knowledge of the work, may have more work experience and may have additional training for the job.

The price charged for food obtained through food service establishments must be great enough to cover the costs of production.

The following costs are part of the total cost of operation of a food service establishment:

- ingredients
- buildings, equipment
- costs of maintaining space and facilities
- labor

Determine the cost of the amount of each ingredient used in the recipe.

One method of costing food items is based on the following general formula:

$$\underline{\text{cost of ingredients in food} + \text{labor} + \text{overhead}} = \text{cost of production per serving}$$

Profit is the difference in dollars between the selling price and the cost of production when the selling price is more than cost of production.

Loss is the difference in dollars between the selling price and the cost of production when price is less than cost of production.

## PUPIL-TEACHER INTERACTION

manager
cook
waiter/waitress
busboy/girl
dishwasher

**Pre-Teaching:** Assemble cost figures for ingredients used in preparation of foods in the first simulation.

Transition: As we were getting ready for the simulation, someone asked several times, "How much we charge?"

As we talked about factors which make a job satisfying, wages earned were mentioned.

What relationship might there be between prices charged and wages?

What other costs do the prices charged need to cover?

Think for a moment: What equipment and materials need to be obtained and paid for when a food service operation begins?

What costs other than ingredients and wages of workers are there each day the food service operates?

We charged $______ per serving of __________.
Let's find out whether this was enough to cover costs of production.

Illustrate and explain the procedure for determining cost of ingredients in one of the foods prepared by the class.

Divide students into groups and have them determine cost of ingredients in other foods prepared.

Using cost of ingredients figures determined by class groups and arbitrary figures for overhead and wages, complete costing of food per serving.

Compare actual cost per serving to price charged.

Did the operation make a profit, break even or lose money?

Owners and managers of food service operations often add a certain amount beyond the cost of production to the price charged.

Illustrate what price would be charged if 100%, 50%, 10% profit were to be made on a class prepared item.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | Illustrate the use of following general procedure for determining selling price.<br>Selling price is equal to 2½ times the cost of ingredients in the food item.<br>e.g.,<br>cost of ingredients for 50 servings $3.50 x 2½<br>selling price for 50 servings = $8.75<br>selling price per serving =$ .175 = $.18<br>50 / $8.75<br>Compare selling price and profit determined by each method. |  |
| The owner or manager together with the head cook or baker are responsible for determining the cost of food items. | Which of the workers in the food service operation is responsible for costing food items? What kinds of skills or abilities would be needed to do this work successfully? |  |
| Each worker contributes to production or service of the product.<br>If the worker fails to perform or makes an error, this is reflected in the quality of goods or service provided.<br>A product which cannot be served results in money being lost. | How might your performance as a worker affect the profit the operation might earn?<br>waiters/waitresses<br>cooks, bakers<br>dishwashers<br>kitchen helpers |  |
|  | Explore relationship of worker performance and profit. |  |
|  | **Pre-Teaching:** Plan for second simulation. Students may contribute ideas and be involved in selection and determining costs of recipes as well as preparation and serving. | S.M.16 |
|  | Collect sources of information regarding current qualifications for placement in various jobs.<br>See Duties and Qualifications for types of information.<br>At the end of each of the remaining simulated experiences, present information regarding current qualifications for placement in the various jobs. |  |
| The qualifications for different jobs varies with amount of responsibility to be assumed by the individual employee.<br>Generally, the more managerial responsibility and decision-making required the more formal training and experience required.<br>As the managerial responsibilities increase and training required increase, the salary is likely to increase.<br>A variety of jobs with varying levels of responsibility are available in the food service industry. | Sources: Newspaper help-wanted section. Interview employers.<br>Begin study with jobs which require no experience and formal training. Progress to those jobs at the top of the career ladder requiring formal training or experience.<br>At the close of the units encourage students to summarize major ideas related to various jobs in food service. |  |

S. M. 1

## NOTES TO THE TEACHER

The several food service operations which are to be simulated throughout the unit are designed to give students experience in several of the jobs related to the preparation of food and the service of food to groups of 15 or more persons who will be paying customers. If adults are customers, students may take more pride in their work and the experience may be more realistic and successful.

Due to the exploratory nature of the unit and the subsequent time limit placed on it and the lack of quantity food preparation equipment in most home economics departments, no attempt will be made to teach quantity cookery as such. Multiple preparations of family sized recipes can be used to produce the quantity of food needed for the service of various sized groups of customers.

The simulated food service operations are not designed to replace any food service operation currently used in the school (i.e., cafeteria, vending machines, etc.).

The simulated food service operations are not designed to compete with any local food service establishment. The quantity prepared will be limited—the number of customers controlled and number of times that food will be prepared and served will also be limited (three to four).

The simulated food service operation is not designed to operate at a large profit. The operation should recover the costs of raw ingredients. If a profit results, it is to be used to cover the costs of an educational trip by the class members or for other educational purposes.

Through the experiences in the unit of study, each student in the class is to have an opportunity to work in several jobs related to the operation of the front of the house and several related to the back of the house.

Following a brief introduction to the nature of the work in the several jobs associated with the front of the house and the back of the house, one of the following methods or combinationsof methods may be used to select students for specific jobs:

1. Students may complete simple job application forms such as that included in S. M. and the teacher may select on the basis of information provided on the form.

2. Students may complete job application forms and the teacher may interview each student and select on the basis of the information gained.

The teacher is to retain the position of overall manager and imaginary owner of the establishment. In that position, the teacher will make basic decisions regarding the following: unit of service to be simulated, menu to be served, type and number of customers to be served, number and type of employees needed and persons to be selected for each position. (Some of these decisions may be arrived at through consultation with the class, or individuals who are employed in positions of authority — host, hostess, cooks.)

Classroom facilities, class schedules and students enrolled will influence the particular simulations which can be carried out. The charted materials which appear in the support materials 3, 4 and 5, outline basic information regarding the possible alternatives. A number of combinations of service, menu and food preparation can be developed.

In selecting combinations of menus and service, it may be helpful to keep in mind the following guideline: When service is simple and the number of foods to be served is limited, a larger number of customers can be served efficiently by employees with limited training and skills. When a complicated service is combined with a greater variety of foods, greater skill is required by the employees if customers are to be served efficiently and food retain high quality.

In order to motivate students and provide opportunities for basic learnings to be repeated and re-experienced, it seems desirable to suggest that the first simulated preparation and service activity be carried out during the third week of instruction.

Simulation experiences would be most effective if the first simulation follows the instruction on pages 54 - 80. This format provides the student with basic concepts concerning the food service industry, tasks of workers in the several food service occupations, sanitation and safety, standardized recipe use, portion and cost control. With this basis,the students should be able to translate this knowledge to quantity production in a simulated restaurant or coffee house situation.

If the teacher, after evaluation of the class progress, feels a practice experience is needed prior to meeting the public, a small quantity preparation of brownies (which require portioning by cutting the baked product) and cookies (which require portioning the raw dough) could be attempted with class members functioning as food service workers and customers. This experience can alert students and teacher to management problems in the production of goods and it may provide a concrete example of the value of portion control as it relates cost and customer satisfaction. Improvement of these areas prior to the more extensive simulation which involves paying customers will lead to greater customer satisfaction and a more positive experience for the students.

Those classes which have a good basis in food preparation may feel the practice with only class members present is not necessary and will prefer to begin with the beverage and snack bread meal served to the public. The

S. M. 1 (cont.)

simulation cycle from pre-preparation through preparation, service, evaluation, relating learnings to previous lessons, and recycling or organizing for a new menu will take approximately one week.

At the end of the first simulation, p. 80, job satisfaction may be presented. Following the examination of the concept of job satisfaction, the planning and execution of the second simulation would be appropriate. During the evaluation of the second and subsequent simulations, the students can identify particular aspects of the jobs they have completed which they found they liked or disliked.

S. M. 2

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Counter Service | Counters are arranged in a straight line or U-shape. The area surrounding and beneath the counter is equipped with all of the supplies needed for service of food. (dishes, flatware, glassware, etc.)<br>Food preparation and assembly is done at the back of the bar. The counter may be a self-sufficient unit including necessary cooking, fountain, beverage and dishwashing equipment. If the counter is supported by a kitchen in the back of the house, the bar will contain fountain, beverage and display equipment. Food preparation will be done in the back of the house. | Counter Worker<br>(1 for every 10-12 seating spaces if worker is experienced and preparation is supported by kitchen or menu is simple.)<br>For purposes of class simulation, ratio of customers to counter person can be reduced. | Keep the counter top clean and orderly, using a damp cloth for wiping the counter.<br>Fill and group counter accessories such as salt, pepper, sugar, cream within easy reach of customers. Return accessories to the proper location after they have been used.<br>Serve the customer in the order they are seated. (Suggest items, answer questions, take orders.) |

S. M. 2 (cont.)

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Counter Service | The customer is not usually seated by a host or hostess. The counter person may combine the jobs of cashier with those of waiter or waitress.<br>In other operations, a person is employed to perform the duties of cashier with those of waiter or waitress.<br>Service is efficient and suited to simple and rapid turnover of customers. | Counter Worker | Place flatware, dishes and glassware and other parts of the cover in front of the customer in a definite unit.<br>Prepare, portion and arrange foods for service.<br>Place the check as soon as the order is completed.<br>Clear counter when guest leaves and clean surface. |
| | | Cashier<br>One | Obtains and counts change.<br>Accepts payment of customer checks promptly.<br>Makes accurate change.<br>Cashes checks and calculates and collects tax.<br>Assists customers and answers questions.<br>Treats customers courteously under all circumstances.<br>Counts and verifies cash receipts.<br>Prepare deposit receipts. |

S. M. 2 (cont.)

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Table Service | Tables or booths are arranged in the establishment for maximum seating capacity and ease of movement of employees.<br>The group of tables which are to be serviced by a waiter or waitress are identified as a "station." At a side table near the station, a reserve of supplies are kept including condiments, ice water, coffee. Some of these supplies may be placed directly on the table.<br>Space for a serving tray is also provided at the side table.<br>Customers are greeted by a host person and seated at the table. This individual may present the menu to the customers.<br>The waiter or waitress takes the order, answers questions of customers, and places order with the kitchen. Food is prepared by the kitchen.<br>The waiter or waitress assembles the order and serves it to customers.<br>The check is presented immediately after the last course has been served or as soon as the individual has finished eating. | Host or Hostess<br>Usually only one is employed for each dining room. | Represents the owner to the customer.<br>Reports to owner-manager commendations and complaints of customers and employees.<br>Responsible for the appearance of the dining area, cleanliness and order. All areas are clean and in order before the establishment is opened for business.<br>Windows, lights and temperature are regulated.<br>Tables and service stations are properly equipped.<br>Menu cards and order forms are available.<br>Adequate supply of placemats, table cloths, etc.<br>Supervises the waiters and waitresses. |

S. M. 2 (cont.)

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Table Service | The waiter or waitress may say goodby to the customers as they leave the table.<br>The cashier, or waiter/waitress, may receive the payment and complete the transaction with the customer. | Host or Hostess | Meets with all dining room workers to give special instructions regarding serving, menus, etc.<br>Receives the customers and makes them welcome.<br>Asks how many in the group and seats group in a suitable location.<br>Apportions the seating of customers to the several stations so that service can be efficient and overcrowding is avoided. |
| Table or Booth | | Host or Hostess | Places menu before guests or has waiter or waitress do so.<br>Has table cleared before the next guests are seated.<br>Handles customer complaints; deals with difficult customers. |

S. M. 2 (cont.)

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Table or Booth | | Waiter or Waitress<br>Each employee would be responsible for service to 2-3 tables | provides tables that are clean and properly set before service is given.<br>Presents the menu if this has not been done by the host or hostess.<br>Takes the customer's order and records it so that it can be easily read, identifying serving station and server.<br>Gives order to the kitchen or various units in the kitchen.<br>Assembles and serves the order. |
| | | Bus Person | Delivers glasses, dishes, and flatware to the appropriate service center, removes trays of soiled dishes and unloads in the dish room in assigned order and space, collects soiled linen and disposes of it in the appropriate place. |

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Table or Booth | | Bus Person | Protects clean useable food which remains on serving dishes after they have been removed from the table (packaged crackers, bread sticks, butter chips). Returns these to appropriate service center.<br>Assists with arranging tables and service of meal as directed by the host or hostess.<br>Resets table or wipes off table after clearing dishes. |
| | | Cashier<br>One | See previous description. |
| Self-Service | Self-service units generally have a display of ready-to-eat items ranging from a few items to a large number. Customers may serve themselves or may be assisted in the service by a person working behind the counter.<br>The customer collects the food on plates and tray. He then takes the food to a table. | Counter Worker<br>One for every service unit: i.e., dessert, salad, steam table, bread, beverage. | Serves food that the customer requests and keeps self-service items available to customer.<br>Portions food as directed.<br>Checks and cleans the service area before and during service. |

S. M. 2 (cont.)

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Self-Service | | Counter Worker | Prepares serving area to keep cold food cold and hot food hot. |
| | | | Assembles food which is to be served from the particular unit. |
| | | | Arranges food attractively. |
| | | | Restocks supply of food during a slow period. |
| | | | Stores all food after service is completed. |
| | | | Cleans area and refills accessories. |
| | | | Supplies area with dishes, trays, and flatware. |
| | | Floor Person | Directs customers to tables and helps customers to remove food from trays. |
| | | | Serves and refills beverages; brings cooked-to-order food to customers. |
| | | | Clears tables and cleans surfaces. |
| | | | Keeps area of table clean and orderly. |

S. M. 2 (cont.)

## FRONT OF THE HOUSE OPERATIONS

| Service Unit (Sales Team) | Characteristics | Employee | Duties and Responsibilities |
|---|---|---|---|
| Self-Service | | Cashier | Duties as previously described. |
| | | Checker | Operates a machine which counts the number of customers and counts the items which are purchased. (In a simulated situation, this can be done by hand.) The checker may also record the price of each item and total cost. This process is usually done by machine. (In a simulated situation the cost of items can be recorded by hand and the check totaled by the checker.) |
| | | Bus Person | Duties as previously described. |
| | | Runner or Supplier | Keeps the cooks informed on the rate of demand for foods. Supplies counter with food.<br>Keeps dishwashers notified regarding need for dishes, etc.<br>Informs counter worker of food supply in kitchen.<br>Brings dishes to areas where needed. |

S. M. 3

## BACK OF THE HOUSE OPERATIONS

| Team of Food Service Workers | General Duties and Responsibilities | Employee | Specific Duties and Responsibilities |
|---|---|---|---|
| Management Team | These employees are responsible for the overall operation of the establishment. Their duties include: planning menus, establishing the type of unit of service, hiring, training, and supervising employees, supervision of food preparation and service. Money management, including the purchase of equipment and supplies, is likely to be included in the management team's responsibilities. | Owner or manager appointed by owner. | Makes major decisions or consults with other members of the team to make these decisions.<br>Purchases food or assigns task to other team member.<br>Supervises other members of the management team and instructs them in specific duties.<br>Plans and controls the operation. |
| | | Bookkeeper | Keeps records of financial transactions, pays bills. |
| | | Cashier | Duties listed as part of Front of the House operation. |
| | | Host or Hostess | Duties identified as part of Front of the House operation. |
| Food Preparation Team - Hot Foods | | Head Cook | Prepares main course and supervises preparation of other foods and workers in kitchen. |

S. M. 3 (cont.)

## BACK OF THE HOUSE OPERATIONS

| Team of Food Service Workers | General Duties and Responsibilities | Employee | Specific Duties and Responsibilities |
|---|---|---|---|
| Receiving, Storing, and Issuing Team | Receiving includes checking the purchase order against the supplies delivered, inspection of the supplies to determine quality, as well as correct quantity. | Owner or manager may be responsible for these duties in a small operation.<br>Storeroom person or clerk may be assigned these functions in larger operations. | Count, check, and weigh supplies as they are delivered. Note condition.<br>Store perishables first in appropriate storage facility.<br>Store other items to insure that old supplies are used first.<br>Keep necessary records of foods received and issued to preparation units.<br>Fill orders for supplies from other work units or teams.<br>Deliver supplies at specified times.<br>Clean area. |
| Food Preparation Teams | | | |
| Preliminary Preparation | Preparation of raw food for cooking includes: cleaning, slicing, peeling, chopping, weighing, and measuring. | Head vegetable person | Responsible for washing, trimming all fruits and vegetables. May include those needed for salad as well as those to be cooked. |
| | | Kitchen helper | Similar duties, under supervision of the head cook. |
| Hot Food Preparation | Cooking meats, vegetables, soups, sauces, and gravies. | Head Cook or Chef | Responsible for all food preparation and the direction of others in the department. |

S. M. 3 (cont.)

## BACK OF THE HOUSE OPERATIONS

| Team of Food Service Workers | General Duties and Responsibilities | Employee | Specific Duties and Responsibilities |
|---|---|---|---|
| Food Preparation Team - Hot Foods | | Other cooks | Assigned to prepare limited range of food, i.e., fried foods, vegetables, etc. |
| | | Cook's Helper | Assigned preparation tasks, i.e., browns meat, slices meats and cheese, cleans and maintains cook's area. |
| Cold Food Preparation or Salad Department | Responsible for preparation of salads, appetizers, and cold seafood preparations. Sandwiches may be prepared by this team of workers. | Head Salad Person or Sandwich Person | Prepares items and supervises other workers.<br>Orders supplies needed for menus. |
| | | Kitchen Helper | Prepares sandwich fillings.<br>Assembles sandwiches.<br>Assembles salads.<br>Cleans refigerator and work area. |
| Bakery Team | Responsible for the preparation of breads, quick breads, pastries, cakes, and desserts. | Head Baker | Responsible for all major items and directing the work of others. |
| | | Second Baker | Responsible for the preparation of simple desserts and for assistance to the head baker. |
| | | Baker's Helper | Responsible for washing pots and pans and for cleaning of the area.<br>Prepares pans, portions items for baking, cuts and shapes dough. |

## BACK OF THE HOUSE OPERATIONS

| Team of Food Service Workers | General Duties and Responsibilities | Employee | Specific Duties and Responsibilities |
|---|---|---|---|
| | | | Removes baked goods from pans, stores. |
| Sanitation Team | Care of the physical plant includes cleaning, repairing, and maintaining the building. | Kitchen Cleaners | Remove trash and clean floors, walls, and some equipment, as assigned. |
| | | Bus Persons | Carry out some cleaning functions in the front of the house. |
| | Cleaning and care of equipment and utensils includes cleaning and sanitizing pots, pans, utensils used in storing, preparing, and serving food. | Pot and Pan Washer | May work in each station or in central location. |
| | Dishwashing or dish room work. Cleaning and storage of dishes includes washing and sanitizing the china, plastic, glass, and flatware used in serving food. | Head Dishwasher | Selects and uses correct cleaning materials and equipment.<br>Supervises work of helpers. |
| | | Assistant Dishwasher | Operates a dish machine or washes dishes by hand.<br>Sterilizes and polishes flatware.<br>Trucks dishes to and from dish room.<br>Does general cleaning in the area. |

The variations found in the food production function are determined by the size of the operation and the type of menu. In large establishments with varied menus, the waiter or waitress has to go to the specific preparation center to order and pick up a particular item, i.e., hot food center for meat, vegetable, and potato; cold food center for appetizer and salad, etc. Another variation in this function will be the amount of self-service the

S. M. 3 (cont.)

waiter or waitress is expected to perform. In some operations, production workers are entirely responsible for "dishing up" or portioning all food items; then the server merely places the order and picks up the item ready to present to the customer. The policy in other establishments is to have the waiter or waitress serve herself/himself whenever possible; thus, he/she may be responsible for the following:

1. pouring juice and beverages
2. dressing salads and garnishing desserts or other foods
3. portioning some foods such as pies, cakes desserts

S. M. 4

## GETTING ACQUAINTED WITH FOOD SERVICE

I. Sales Team - Meeting the Customer
  - Host-Hostess
  - Cashier
  - Waiter, waitress
  - Bus boy, bus girl

II. Management
  - Manager/owner
  - Host or hostess
  - Cashier, bookkeeper
  - Head chef

III. Receiving, Storing, Issuing
  - Clerk
  - Bookkeeper
  - Storeroom worker

IV. Sanitation
  - Head dishwasher
  - Dishwasher
  - Pot/pan washer
  - Bus boys and girls

V. Food Preparation
  - Chef - Cook - Baker
  - Assistants
  - Kitchen Helper

1. The team I am observing is ____________________________

2. The particular worker I am observing is ____________________

3. List the duties performed by the worker identified in #2.

4. What other duties does this worker perform that you did not observe?

5. With what other people does this person have contact?

6. From whom does the worker receive instructions?

7. To whom does the worker go if there are problems on the job?

8. What hours of the day does this person work?

S. M. 5

## FOOD SERVICE CUSTOMER

Directions: Select a person between the ages of thirteen and eighty.
Explain the purpose of the interview.
Interview the person and record information in space provided.

Age of person interviewed. Circle appropriate response.

13 - 18    19 - 30    31 - 50    51 - 65    66 - 80

On the average, how many times do you eat food in a snack bar, restaurant, cafeteria, or other food service establishment per week? Circle appropriate response.

1 - 3    4 - 6    7 - 10    11 - 15    16 - 20

Why do you eat out?

What is your favorite place to eat out? Why?

S. M. 6

## ORGANIZING SIMULATED EXPERIENCE

### Meal: Coffee or snack break

| Menu | Preparation Unit | Workers (Number Needed) | Responsibility | Day |
|---|---|---|---|---|
| Beverage<br>Milk<br>Coffee<br>Tea<br>Hot chocolate | Cold Food Preparation | Head Beverage Maker (1) | Order supplies | Pre-prep. day |
| | | | Prepare coffee<br>Assemble cream and sugar | Serving day |
| | | Kitchen Helper (1) | Assemble serving dishes | Prep. day |
| | | | Prepare hot water for tea and hot chocolate from mix | Serving day |
| | | | Fill orders of waiter or waitress, if they are not responsible for this | Serving day |
| Assorted cookies<br>Brownies<br>Filled rolled cookie<br>Peanut cookie | Bakery Unit | Head Baker (2) | Order supplies<br>Become familiar with recipes | Pre-prep. day |
| | | | Mix ingredients or supervise assistant baker | Prep. day |
| | | Assistant Baker (2) | Put items to bake<br>Watch baking time<br>Remove pans | Prep. day |
| | | | Collect supplies and prepare ingredients such as chopping nuts, etc. Portion mixture for baking | Prep. day |
| | | Helper (2) | Prepare pans, ovens, cooling surfaces Take baked goods off pans Clean utensils | Prep. day |
| | Dishwashers | Dishwashers (3) | Assemble needed dishes and flatware | Prep. day |
| | | | Assemble supplies for washing of dishes | Prep. day |

S. M. 6 (cont.)

| Menu | Preparation Unit | Workers (Number Needed) | Responsibility | Day |
|---|---|---|---|---|
| | | | Review procedure, assign responsibilities | Prep. day |
| | | | Wash dishes, carry and store in appropriate area | Prep. day |
| Front of House | Sales Unit | Host or Hostess (1) | Prepare dining room or supervise peparation | Prep. day |
| | | | Prepare menus | |
| | | | Other duties as outlined | |
| | | | Duties as previously outlined | Serving day |
| | | | Greet customers, seat customers | |
| | | Cashier (1) | Become familiar with price of items and form of check | Prep. day |
| | | | Assemble change | Prep. |
| | | | Practice reading checks and making change | Prep. day |
| | | | Duties as described | Serving |
| | | Waiter or Waitress (3) | Become familiar with menu, order form, and check | Prep. day |
| | | | Become familiar with units of service in kitchen | Prep. day |
| | | | Greet customers, take and serve order | Serving day |
| | | Bus boy or girl | Duties as described | Serving day |

The suggested form can be used by the teacher in pre-planning the co-ordination of menu, service, and students. Students may also find it helpful to list the tasks they need to complete on each of the days.

S. M. 6 (cont.)

Other Meal and Menu Suggestions:

| | | |
|---|---|---|
| Lunch | Sandwiches (cold filling) | cheese<br>tuna, chicken<br>ham salad |
| | Garnish | potato chips<br>fresh vegetables |
| | Beverage | milk<br>coffee |
| | Dessert | fruit crisp<br>gelatin dessert |
| Brunch or Supper | Appetizer | fruit cup<br>fruit juice |
| | Pancakes | |
| | Accompaniment | butter<br>syrup |
| | Beverage | milk<br>coffee |

S. M. 7

# APPLICATION FOR EMPLOYMENT

Date ____________

Name ________________ ________________ ________________
Last First Middle

Address ____________________________________________

Age ____ Phone __________ Job Desired ________________

| Education | Name of School | Location | Years Attended |
|---|---|---|---|
| Elementary | | | |
| Junior High | | | |

Best Subjects ________________________________________

Favorite Activities ____________________________________

References: Give below the names of two people, not relatives, whom you have known for one year.

| Name | Address |
|---|---|
| | |
| | |

How do you think you can help to make the class activity a success?

____________________________________________

____________________________________________

Why do you want this job? *

____________________________________________

____________________________________________

Why would you be good on this job? *

____________________________________________

____________________________________________

* Note: May be used as part of interview, rather than application.

S. M. 8

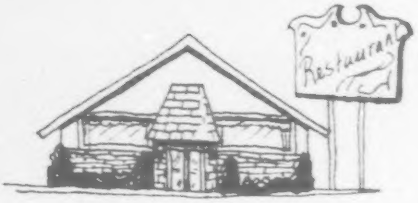
## BULLETIN BOARD OR VISUAL

### Mother Hubbard's Cupboard Is Empty?

Place symbols and factors inside a thought cloud coming from a person's head. Use drawings or pictures from magazines for symbols and student responses for factors.

Service of Food
- food served attractively
- good service

Food Preparation
- attractive garnishes
- tasty food
- generous portions

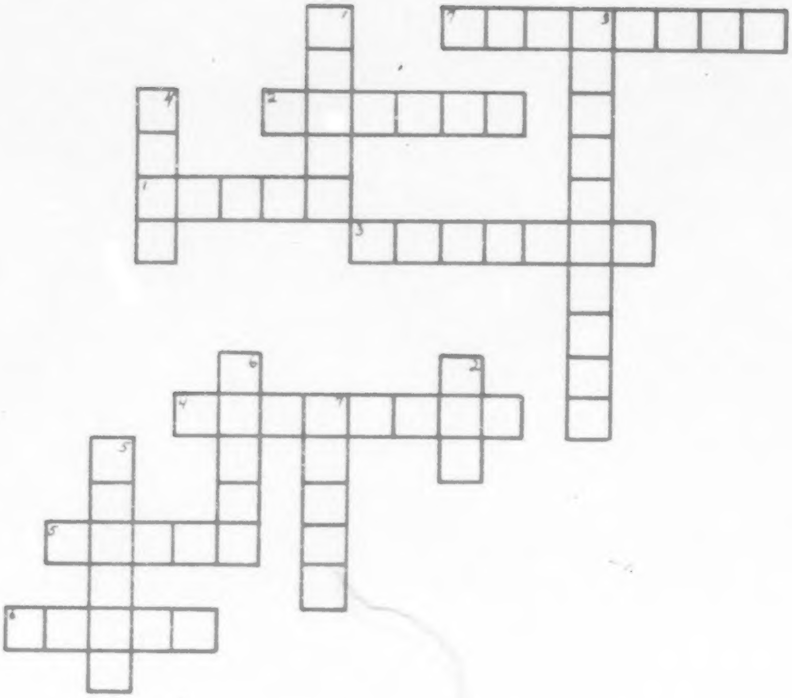


Surroundings
- spacious
- clean
- nice decor
- entertainment provided
- comfortable
- convenient

People
- friendly
- courteous
- prompt
- polite

Price
- reasonable prices
- children's prices
- weekly or daily specials

S. M. 9 TABLE SETTING CROSSWORD PUZZLE


1
7
3
4
2
1
3
6
2
4
7
5
5
6

## S. M. 9 (cont.) TABLE SETTING CROSSWORD PUZZLE

Down

1. The _____ is placed at the tip of the knife.
2. When the table has been set, it is time to _____.
3. A _____ covers the entire table.
4. The bread and butter plate is placed on the _____ side to balance the appearance with the glass on the right side.
5. The _____ of a cup is parallel to the table edge for ease of handling.
6. Set in the center of the cover is the _____.
7. A _____ is the basic unit of table setting and is approximately 24" x 15".

Across

1. The _____ are placed on the left side of the plate according to custom.
2. The hemmed edges of a _____ are placed next to the left side of the fork to allow for easy use.
3. Plates, flatware, and napkin are placed _____ _____ from the table edge.
4. A _____ is an individual sized table covering.
5. The cutting edge of the _____ is placed next to the plate for safety and convenient use.
6. The _____ plate is placed next to the bread and butter plate, if not served as a seperate course.
7. _____ is placed in order of use.

### KEY

Down

1. glass
2. eat
3. tablecloth
4. left
5. handle
6. plate
7. cover

Across

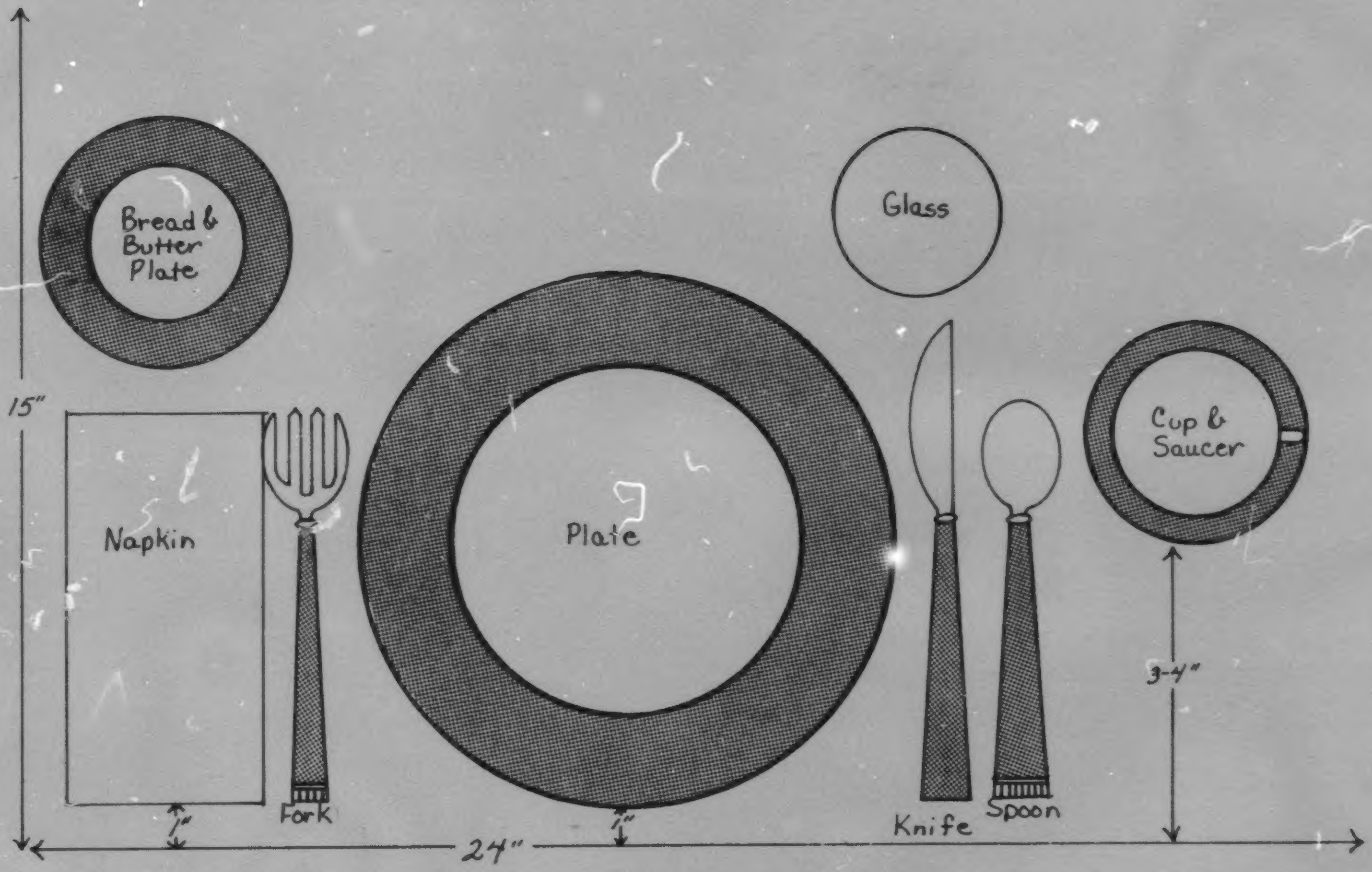
1. forks
2. napkin
3. one inch
4. placemat
5. knife
6. salad
7. flatware

BASIC TABLE SETTING

S. M. 10

96

# BASIC TABLE SETTING


Bread & Butter Plate
Glass
15"
Napkin
Plate
Cup & Saucer
3-4"
Fork
1"
1"
24"
Knife
Spoon

97

5-42

# SAMPLE MENUS

I. Beef Stew
French Bread
Fruit Garnish ...............50¢

II. Chicken Salad Sandwich
Chips, Pickles...............40¢

III. Grilled Cheese Sandwich
Homemade Chicken Soup........40¢

---

Beverages are included.

Coffee Milk Tea

---

## Desserts

Pecan Pie.......................25¢
Mile-High Strawberry Pie .........25¢
Chocolate Cherry Bundt Cake.......15¢

* * * * *

1. Meat Loaf
Twice-Baked Potatoes
Beets
Green Jello Salad
Rolls - 50¢

2. Potato Salad
Polish Sausage
Sliced Tomatoes - 50¢

Beverages included with meal.

## Desserts

Apple Betty - 20¢

Banana Cream Pie - 15¢

Carrot Cake - 15¢

Orange Sherbert
and Cookies - 15¢

## Creamed Chipped Beef

Yield: 6¼ qt.
Portion: ½c.

| Amount | Ingredient | Method |
|---|---|---|
| 2 lb. 8 oz. | Chipped beef | Chop beef coarsely. |
| 1 lb. | Fat | Brown lightly in fat. |
| 1 lb. 4 oz. | Butter or margerine | Make into Medium White Sauce. |
| 10 oz. | Flour | Add chipped beef |
| 5 qt. | Milk | Add salt and pepper to taste.<br>Serve with 4 oz. ladle on toast or with baked potato. |

Variations:

1. Creamed Chipped Beef and Peas. Reduce beef to 2 lb. and add 1 40 oz. package frozen peas, cooked, just before serving.
2. Chipped Beef and Noodles. Add 2 lb. ground cheese to white sauce. Combine with 2 lb. noodles, cooked. Top with buttered crumbs. Bake 30 min. at 350 F.
3. Chipped Beef and Eggs. Add 2 doz. hard-cooked eggs, sliced or coarsely chopped. Reduce white sauce to 1 gal.

## Nut Bread

Bake: 1 hr.
Oven: 375 F.

Yield: 5 loaves 4 x 9 in.
14 slices per loaf

| Amount | Ingredient | Method |
|---|---|---|
| 1 lb. | Flour | Combine dry indredients and nuts in mixer bowl (low speed). |
| 1 oz. | Baking powder | |
| 1 lb. | Nuts, chopped | |
| 1 T. | Salt | |
| 1 lb. 8 oz. | Sugar | |
| 6 | Eggs, beaten | Add combined milk, eggs, and fat.<br>Mix (low speed) only until blended.<br>Divide batter into 5 greased loaf pans.<br>Let stand 30 min. before baking. |
| 1½ qt. | Milk | |
| 4 oz. | Fat, melted, cooled | |

## S. M. 12 (cont.) - QUANTITY RECIPES: NON-STANDARDIZED

### Creamed Chipped Beef

4 jars Chipped Beef
1 can White Sauce

## FAMILY-SIZE RECIPE: NON STANDARDIZED

### Meat Loaf

Meat scraps ground real fine. Add 2 eggs, a cup milk and a few bread crumbs. Bake in a greased pan for at least an hour.

### Bread Pudding

Break bread into a small pan and put to soak in milk. When ready to bake, put in a pinch of salt, a little cinnamon, couple spoonsful of sugar, raisins, and 1 egg for a small batch.

S. M. 13 - RECIPE STUDY FORM

Directions: Read the recipe carefully. List the abbreviations, symbols, and terms in the columns provided. Write down the meaning associated with the terms or abbreviations. If you are not certain of the meaning, consult a cookbook or reference book.

Title of Recipe ______________________________

| Cooking Term | Meaning | Cooking or Preparation Term | Meaning |
|---|---|---|---|
| | | | |

Duplicate on half or full sheet of paper.

## S. M. 14 - CASE SITUATION

Joe's "on the job" assignment is working as a combination counterman and fry cook at Rogers Drug Store. His duties include:

taking customer food orders
preparing some food items, such as sandwiches and fountain orders
giving specified portions of other foods which are already prepared
serving the food
presenting the customer with an itemized counter check
collecting the counter check and the customer's money upon completion
  of the meal
keeping the counter and food supply clean and sanitary.

The lunch counter is a small operation. At times Joe is the only one there to serve customers. Joe likes his job. He is learning many things about food service and thinks he might like to be a chef some day.

One day when Joe is running the counter by himself, a couple of students from his school come in and sit down at the counter. They are acquaintances whom Joe would like to get to know a lot better. Their group always seems to have a lot of fun and Joe would really like to be considered one of the group. One boy orders the plain hamburger plate which comes with a small Coke. He complains that he doesn't have enough money for french fries or a large Coke. The second boy says, "Say, Joe. It sure would be easy for you to help out your friends at a time like this. You could add french fries to our plates and give us a large Coke instead of the small one. You could make out the check for the regular hamburger order and old Rogers would never know. How about it?"

What could Joe do?

S. M. 15

## JOB SATISFACTION

Name ______________________________

Job in first simulation ______________________________

My main duties were: ______________________________

______________________________

______________________________

______________________________

| I liked this job because: | I disliked this job because: |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

Job in second simulation ______________________________

My main duties were: ______________________________

______________________________

______________________________

______________________________

| I liked this job because: | I disliked this job because: |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

S. M. 16

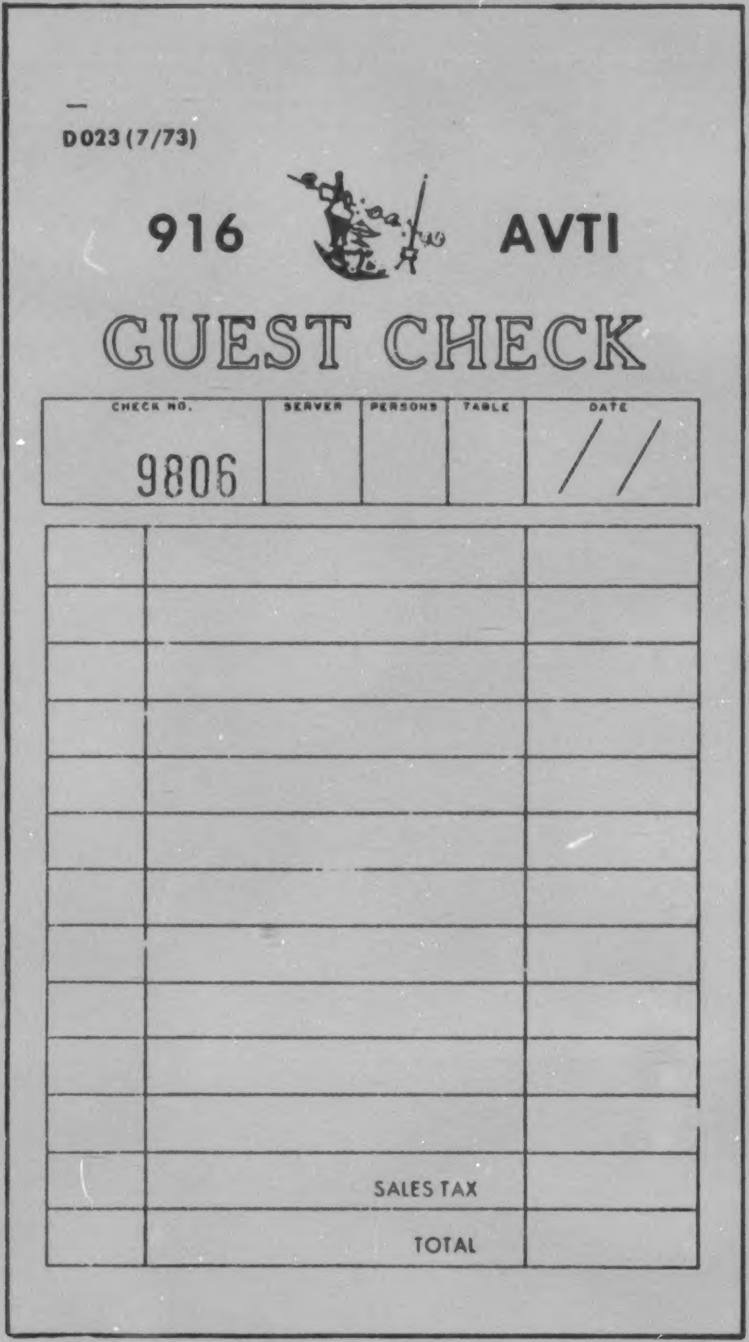
## A CAREER IN FOOD SERVICE

| Job | Qualifications | Working Conditions | Advancement Employment Outlook | Salary Fringe Benefits |
|---|---|---|---|---|
| Front of the House | | | | |
| 1. Waiter or Waitress | | | | |
| 2. Cashier | | | | |
| 3. Host or Hostess | | | | |
| 4. Manager | | | | |
| 5. Bus boy or Bus girl | | | | |

S. M. 16 (cont.) A CAREER IN FOOD SERVICE

| Job | Qualifications | Working Conditions | Advancement Employment Outlook | Salary Fringe Benefits |
|---|---|---|---|---|
| Back of the House | | | | |
| 6. Cook or Chef | | | | |
| 7. Dietician | | | | |
| 8. Bus boy or Bus girl | | | | |
| 9. Dishwasher | | | | |
| 10. Salad maker | | | | |
| 11. Baker | | | | |

## S. M. 17 CUSTOMER COUNTER CHECK



D023 (7/73)

916 AVTI

GUEST CHECK

| CHECK NO. | SERVER | PERSONS | TABLE | DATE |
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| | TOTAL | |

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*Kitchen Habits*. (16 min., color, U.S. Public Health Service. $3.00) Shows a hotel kitchen and the precautions necessary for personal cleanliness and sanitizing of equipment that kitchen employees must observe. 1968.

*Kitchen Safety*. (10 min., black and white, $1.75) Illustrates the most common safety problems encountered in the kitchen and precautions. Extension Visual Education Specialist, Agricultural Extension Service, Institute of Agriculture, St. Paul, Minnesota.

*Safety in the Kitchen*. (transparency masters) 3M Business Products Sales, Inc., 1620 East 78th Street, P.O. Box 1250. Minneapolis, Minnesota.

**UNIT TITLE:** *ENJOYING AND UNDERSTANDING YOUNG CHILDREN*

**UNIT FOCUS:** The care and guidance of young children is the theme of this unit. Direct experience with preschool children is suggested as a primary learning experience. The activities and procedures carried out with the children in the preschool are considered in terms of their effect on the development of the young child. Attention is directed to career opportunities related to child care.

**RATIONALE:** Opportunities to interact with young children as siblings, child care workers, and members of informal groups are frequently available to junior high school students. Ideas about children and attitudes toward them develop as a consequence of these interactions. Attitudes and ideas formed may serve as the bases for present and future ways of interacting with children. Instruction which provides accurate information regarding the growth and development of children and the effects of various practices on the development of children can guide students as they formulate beneficial ways of interacting with children. Such learnings will be useful to the students in their present roles as well as the roles of child care worker and/or parent which they may choose later in life.

**INSTRUCTIONAL OBJECTIVES:**

Comprehension of the developmental processes in regard to human growth and development
Comprehension of the processes of observation and interpretation in the study of children
Practices observation and interpretation in the preschool laboratory setting
Comprehension of developmental characteristics of children at various stages of development
Translates knowledge of developmental characteristics to the selection of activities for children
Translates knowledge of developmental characteristics to the selection of guidance procedures for children
Willingness to respond to children with positive regard
Comprehension of the relationship of heredity to developmental processes
Comprehension of the relationship of environment to the developmental processes
Willingness to consider the effect of environments on development of children
Knowledge of child care career opportunities
Awareness of personal satisfactions experienced as a child care worker
Comprehension of personal characteristics, abilities, and interests as related to responsibilities of a child care worker

**EDUCATIONAL BACKGROUND:** None. Level II.

**SUGGESTED LENGTH OF TIME:** 6-9 weeks.

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPOR MATER |
|---|---|---|
| Individuals with special training in observation and interpretation have been and are studying human development. | Identify the problem and question which were the subject of scientific investigation. (S.M. 25) | |
| | Explain the procedure used to gather data. | |
| Children of various ages have been studied over many years. | Explain conclusion which resulted from the study. | |
| As a result of this careful observation and interpretation, information which describes the growth and development of children is available. | How could this information be used in deciding how to work with children? | |
| | Pre-Teaching: Ask students to bring a picture of themselves as infants 0-1 year of age or a picture of another child of that age. Pictures which show more than the face of the child will provide more useful illustrations of the content to be studied. | |
| Growth in size and weight is rapid during the first year. A child's height increases by one-third and weight triples. | Describe and explain the developmental characteristics of children 0-1 year of age.<br>Students may observe the pictures and identify illustrations of those characteristics. | |
| During the first year of life, the child develops the ability to roll over, sit alone, stand, crawl, and may develop the ability to walk alone. | Pictures from textbooks may be used to supplement those of the students. | |
| Coordination of arm, hand, and finger muscles develops during the first year. | | |
| Children are able to pick up small bits of food and eat them. Children may also begin to use eating utensils during the first year. | | |
| Muscle control moves from head to foot. | | |
| Development of muscle control and movement of the body is gradual. | | |
| Muscle control develops from parts closest to the main body asis to parts farther away. (arm to hand to fingers) | | |
| All of the senses are present and operating during the first year. | | |
| Children communicate through crying, cooing, and a variety of other noises which are the beginnings of language development. | | |
| Children during the first year are dependent upon adults for the satisfaction of needs. | | |
| During the first year of life, children become increasingly aware of the people and things which are part of the environment. | | |
| Near the end of the first year, the child seeks and enjoys relationships with other people. | | |

**CONCEPTUAL CONTENT**

**PUPIL-TEACHER INTERACTION**

**SUPPORT MATERIAL**

**Pre-Teaching:** Review support material 1-5.

S.M.1
S.M.2
S.M.3
S.M.4
S.M.5

Complete preliminary arrangements for operation of preschool laboratory.

Prepare visual (chart, transparency, or chalkboard listing) which illustrates the rotation of students' laboratory responsibilities.

Prepare copies for students of duties of team members.

Prepare visual which illustrates opportunities for employment as a child care worker.

If possible, in one area of the room, display some of the materials which will be used in working with the children in the preschool.

Samples of art work done by young children might also be displayed (scribble pictures, finger painting, tempera painting).

Introduction: Refer to displays of material in the classroom.

Our study for the next several weeks is going to focus on young children, their surroundings, and the people who are responsible for their care.

If you have had responsibility for the care of a child or infant, raise your right hand. Record numbers on the chalkboard.

If you earned money while caring for the child, raise your left hand. Record numbers on the chalkboard.

Refer to the visual of employment opportunities. Continue: In almost every community there are a number of opportunities to be employed as a child care worker.

With the aid of the visual, identify several specific employment opportunities.

Students may identify others found in the local community. Names of jobs may be added to the visual.

Through the operation of a preschool laboratory, the class will have the chance to learn about children. Each of you will have an opportunity to become a child care worker for a brief period of time.

Explain the ways in which the preschool laboratory will be used to learn about children. Indicate the following: frequency of preschool sessions, schedule of meeting dates and times, day of first meeting.

Explain and illustrate with a large chart the rotation of teaching groups for the first week of the preschool.

Provide each student with a copy of the duties which child care workers perform.

Read the descriptions with students, clarify with additional comments, and identify tasks of a similar type which are performed by wage-earning child care workers. Refer to visual of employment opportunities as necessary.

**CONCEPTUAL CONTENT**

**PUPIL-TEACHER INTERACTION**

**SUPPORT MATERIAL**

Pre-Teaching: Prepare copies of Child Care Experiences. S.M.6

Collect cartoons or slides or other illustrations which show a child of 1 to 2½ years of age behaving in a manner which is normal for the age and stage of development, but which might be misunderstood as wrong or mischievous.

e.g., opening cupboard doors and taking out items
playing with butter, lard, or other foods as if they were clay, play dough, or sand.

If a child care worker or parent is visible in the picture it would be helpful if their expressions did not indicate their reactions. Explanatory notes and captions should be removed from the illustration.

Prepare the illustration so that all students may view it or so that 3 to 5 students in a group may view a copy of the illustration.

Transition: Before we try to make up groups of workers, it would be helpful to find out about the experiences you have had with children.

Direct students in the completion of the Child Care Experiences form. Work through responses to one or more of the items with students. S.M.7

As students complete their forms, circulate and note variety and quantity of experience. Question students to help them consider their feelings about the experiences.

Have you enjoyed . . .?

How do you feel about . . .?

Which experiences would you like to repeat?

When students have completed their forms, some experiences and attitudes may be shared.

i.e., Let's look at experience No. 3 on the forms. If you have had that experience often, raise your hands high above your heads.

If you felt pleased or happy with the experience, wave your hand.

If you didn't enjoy the experience, put your thumb down.

Continue with other experiences on the chart to obtain a variety of reactions.

Transition: From your charts and the responses in class, it seems that almost everyone has had some experience with young children.

Each of us has probably had some questions about how to work with children. Perhaps you are wondering what will happen when you are the story teller or the games leader for the preschool.

Let's look at a picture that shows something that might happen when a child care worker is responsible for children.

Show the picture or illustration to the students and have them write responses to the following questions. (Each student should write her/his own response.)

What is happening in the situation?

What do you think about what is happening?

**CONCEPTUAL CONTENT** | **PUPIL-TEACHER INTERACTION** | **SUPPORT MATERIAL**

If you were the child care person, what would you do?

When students have answered questions, share orally several different responses. Record on chalkboard or large chart which may be retained.

| Student Responding | What is happening? | What do you think about what is happening? | What would you do? |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

When several different responses have been given, continue:

What seems to occur when different people view the same situation? Do they see the same things?

Do different people think the same thoughts about what is seen or heard?

Past experiences, ideas, and feelings affect what is seen or heard in a particular situation. The action which a child care worker takes is likely to be based on her/his particular view of the situation.

The action of the child care worker is likely to be based on the ideas and feelings which he/she has about the situation.

What could be some of the reasons for different ideas about what is happening?

What relationship might there be between what you see happening and the action you might take?

What relationship might there be between what you think about what is happening and the action you might take?

Direct students' attention to the illustration. Ask: Which of the statements in the What is Happening column actually describe what we can see?

Encourage student responses. Help the students to identify the senses used to note what is happening. Circle those statements which are accurate observations and descriptions.

Observation means to note or sense what is happening in the world by the use of the various senses: sight, sound, smell, touch, etc.

Accurate description tells exactly what is sensed or what is occurring.

Explain to students the meaning of the term observation. Write the term on the chalkboard or chart.

Give several examples of accurate observation and description. (These may be about the visual or about something which is observable in the classroom.)

Select a statement from those given by the students which is not an accurate observation. Underline it and ask students how that statement is different from those that have been identified as accurate observations.

Interpretation means that some additional meaning is given to what has been observed.

Explain the meaning of the term interpretation. Write the term on the chalkboard. Encourage students to identify other statements which are interpretations of what might have been observed.

Refer to visual and ask: What is happening in the picture?

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | Record changes in statements on chalkboard or chart. |  |
|  | Now what do you think about what is happening? Has it changed? How? |  |
|  | What effect does accurate observation have on interpretation? |  |
|  | Refer to the visual and explain the following to students. Add other statements which provide information on which to base interpretation. |  |
|  | The child is about 2½ years old. |  |
|  | Two-year-old children learn by trying things out in their world. |  |
|  | Ask students the following: What do you think about the situation now? |  |
|  | Why do you think as you do? Would you take the same action? Why? |  |
| Interpretations based on limited or incomplete observation may not be accurate or truthful. | What can be said about observation and interpretation?<br>What can be done to insure that interpretation is accurate? |  |
| Interpretations which are based on accurate observation and complete knowledge of the situation are more likely to be truthful and accurate. | Have students recall and describe one or more instances in which they observed or interpreted inaccurately. What were the results? Students may also recall instances in which their behavior was misinterpreted. What were the results? |  |
|  | **Pre-Teaching:** Refer to references. From the literature of child development, select a study which represents scientific investigation and development of knowledge. | S.M.25 |
|  | Prepare a summary of the study. If data are reported graphically, prepare a copy of the data in the form of a visual aid. |  |
|  | Transition: As we work together in the preschool laboratory, each of us will have many opportunities to take some kind of action in regard to the children. We will want our actions to help the children enjoy the preschool and learn from it. |  |
| Observation and accurate description can be used to determine what is occurring in a specific situation. | How can we get accurate information about the children on which to base our ideas and actions? |  |
| Knowledge of the general characteristics of children of a particular stage of development and age can tell us what is generally true about children of that age. | Encourage students' responses and record on overhead projector.<br>If necessary, refer to the information about the child in the visual. How was accurate information obtained? How did they use it in deciding on a course of action? |  |
| Knowledge of what is occurring in the specific situation and knowledge of what children of that age can be expected to do and be like can guide the child care worker's action. |  |  |
|  | Transition: Many different people study the growth and development of human beings. |  |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Following the identification of the developmental characteristics of a child during the first year of life, ask:<br>How can knowledge of the characteristics of the young child be used in caring for the child?<br>Can you give some examples to illustrate how that information might be used? | |
| Knowledge of children's stages of development and their particular skills and levels of learning can be used to choose ways of working with children which will be beneficial to the children. | How is knowledge of children's development related to caring for children? | |
| | **Pre-Teaching:** For the purpose of observation of developmental differences among preschool aged children, arrange for children aged 1-3 years and their parents to visit the classroom.<br>Similar arrangements for observation can be made with a day care center or nursery school. | |
| | Prepare observation forms. | S.M.8 |
| | Prepare an interview form similar to the one in the S.M., Securing Information through Interview. Questions may be adapted to focus on one or more types of development. Students may interview an individual who was responsible for their care as a young child or they may interview the parents of the children who are to be observed.<br>Assemble textbooks which describe the developmental characteristics of children from 1-3 years of age. | |
| Observation is a way in which information about children's development may be obtained.<br>Observation is a way in which information about a child care situation may be obtained. | Transition: Explain the purpose of the observation to students and acquaint them with the form for recording information. | |
| | Carry out the observation activity and parent interview.<br>Following the observation and interview experiences, students who observed the same children may meet in a small group and summarize their observations.<br>Circulate and assist groups to summarize.<br>As each group completes this activity, direct them in gathering information about the developmental characteristics of children 1-3 years of age from the text books.<br>In the small groups direct students in a comparison of observed- and text-described characteristics. Each group may report its findings to the total class.<br>Record major developmental characteristics on a permanent visual. | |
| During the second and third years of life, the child's motor development continues.<br>Walking becomes a favorite form of locomotion. Pulling, climbing, tugging, pounding, and other motor tasks are indicators that motor skills of children are developing as they reach their second birthday. | | |

## CONCEPTUAL CONTENT

During the second year, children's language consists of words and sounds which have meaning to them. Words, phrases and sentences have developed by the end of the second year.

The child's relationships with others reveals a concern for self and a self-centered attitude. Parallel play or playing alone is preferred to cooperative play.

The third year in the child's development continues to be one of physical growth and development.

Coordination of large muscles develops and the child is capable of running, riding a tricycle, and carrying large, lightweight objects.

Small muscle coordination has also developed and the child feeds itself with greater skill and handles other objects with greater coordination.

Children between the ages of 2 and 3 are capable of doing many things for themselves. Dressing, feeding, and toileting are tasks which the child is beginning to learn to do during the third year.

The age at which children begin to walk varies. Generally, children begin walking between 9 to 15 mos. of age.

## PUPIL-TEACHER INTERACTION

Transition: Refer students to information collected by interview.

Display developmental characteristics chart.

Ask: What did the parent or child care person whom you interviewed report?

Record responses. eg.:

| Age of Walking | Comments |
|---|---|
| 14 mos. | I scooted along on the floor in a sitting position until I saw a cousin of a similar age walking and then I began walking. |
| 9 mos. | I walked around the crib holding on to the sides. One day on the floor, I took three steps to touch the cat that had come in from outside. |

If we look at the age column, what can we say about the age at which children begin to walk?

If we look at the column that describes behavior that preceded and followed walking, what do we notice? How is it similar?

Is there anyone who did not crawl or somehow move along on the floor before he/she started walking?

What does this seem to say about the manner in which new abilities develop?

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | How does crawling differ from walking? Help students to identify differences in coordination, balance, and muscle development which is required for this behavior. |  |
| The development of a particular skill proceeds in an orderly and predictable manner. | Encourage students to identify other examples of development which progress from simple to complex and which follow orderly progression of identifiable steps. Illustrate with interview data. |  |
| Certain types of development are normally developed before other forms can be developed.<br>As development proceeds, the behavior becomes more complex. | i.e., grasping, picking up and putting down, control of finger and hand to move objects to mouth, control of spoon to pick up food and carry it to mouth; making sounds, simple words, phrases, short sentences. |  |
|  | We have looked at several instances of development which occur in young children (locomotion, beginning language). |  |
| Development refers to the changing capabilities of an individual to function in more complex and mature ways. | What does it mean to say that a child is developing?<br>What does it mean to say that development is taking place? |  |
| Development is demonstrated by the individual's ability to carry out more processes which are increasingly complex. | Record student responses on chalkboard or overhead.<br>Encourage students to summarize and clarify statements which describe development. |  |
| Growth is different from development since growth means to get larger in size (physical). | When an adequate definition has been developed, ask students to consider the following questions. |  |
| Development is the process by which both the mind and the body change form and the ways in which they function. | When does development in a human being start?<br>Can you think of some ways in which you may be changing and developing? |  |
| Development begins when the child is conceived. | Identify new or emerging capabilities that students are developing: |  |
| Individuals appear to be born with an internal drive to develop as fast as they can. | i.e., coordination and muscle development (dancing, wrestling, swimming), self-reliance and independence, new ideas about various events in their lives. |  |
|  | Pose the question: If people develop in predictable ways, does that mean that everyone of the same age is at the same point of development? |  |
| Each individual has her/his own rate of development. | Accept student responses and ask them to illustrate with examples. |  |
| An individual may develop more slowly or quickly than another of the same age. | Ask for student volunteers who were born in the same month and year. Select one student as an observer of each performance. Direct volunteer students in the completion of the following tasks or others which you select:<br>Using a scissor to cut a particular outlined shape (Record time used and judge accuracy of cutting.)<br>Putting together a puzzle (Record time used.)<br>Walking with a book balanced on the head (Record time used.) |  |
| Individuals may develop in some areas at a more complex and complete extent than in other areas. | Threading a needle (Record time necessary.)<br>Dribbling a basketball in place (Record seconds able to dribble in one chance.) |  |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Using a yoyo (Record number of times successfully used.) | |
| | Compare data collected about performance of students of the same age. What do the data seem to tell us? | |
| Individuals are born with certain potentials for growth and development. | We have seen that individuals develop at their own rate to different levels of skill. | |
| These potentials may influence the rate of development in certain areas. | How can the differences which we noted be explained?<br>Accept and record student responses. | |
| Heredity is the term used to refer to potentials for development which come to children from their ancestors. | Relate responses to inherited effects and environmental effects.<br>Clarify the meaning of inherited potential and the relationship of that potential to development. | |
| Environment refers to those objects, people, events, and conditions around the individual. | Write the term "ENVIRONMENT" on a chalkboard or paper. Arrange letters vertically and beside each letter list things in the environment which affect development. | |
| An individual's environment is made up of those things and parts of the world that effect her/him. | i.e., E — education, ecology<br>N — neighbors, nation in which we live<br>V — values of family<br>I — interests of parents, friends<br>R — relatives, relationships<br>etc.<br>Encourage students to contribute ideas. | |
| | **Pre-Teaching:** Change the classroom environment in one of the ways suggested.<br>i.e., Praise a student or the entire class.<br>Reprimand a student for certain behavior.<br>Ask a school administrator or teacher to visit the class.<br>Change the seating arrangement. | |
| Each individual's environment is unique and different from every other individual's environment.<br>Each individual responds and reacts to the environment differently. | Note the students' responses to the changed environment.<br>Ask students to report their feelings.<br>What does this experience tell us about the effect of environment on individuals? | |
| | **Pre-Teaching:** Review S.M. Environment Affects Development. Assemble materials to carry out role play experiences.<br>Transition: Identify students to take part in the role playing.<br>Carry out the role playing experiences.<br>The teacher may act as the child guidance person in the situations and admonish the "volunteer child" when difficulty is experienced. | S.M.10 |
| The environment provides materials and people with which the child can interact. The materials and physical aspects of the environment can encourage or hinder development.<br>The child sets the pace at which he/she will learn to do things. | At the close of role playing, ask the "volunteer child" to report how he/she felt in the situation. What caused those feelings?<br>Students in class who are observing the role play can also identify elements in the environment which could be frustrating or cause difficulty. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| The way in which the child interacts with the environment will give some indication of what can be done and what can be learned. The people in the environment can hinder or encourage development. | Explore ways of changing the situation to make it one which would encourage development of the child.<br>What can be changed? What can be changed easily or quickly? | |
| In providing an environment which will encourage and allow development to take place, the environment can be changed rather quickly. The child's basic level of development cannot be changed quickly. | **Pre-Teaching:** Adapt observation form for use by students in an out-of-class observation.<br>Each student is to observe a child of pre-school age in a setting other than the classroom: nursery school, kindergarten, home, church nursery school, playground. A video tape may be used if other arrangements are not possible.<br>The purpose of the experience is to help students learn to describe accurately and discriminate between child's behavior and the persons and materials in the environment.<br>Allow several days for observation. When students have completed the observation, share some of their statements and identify the phrases which describe behavior and development of the children accurately and completely. Identify those which are vague or place an interpretation on the behavior.<br>Identify statements which describe interaction of children with materials in the environment and others which describe interaction with people. | S.M.11 |
| | **Pre-Teaching:** Through the use of a sociogram, identify students who will work together as a team of workers in the preschool. | S.M.12 |
| | Prepare job application form. | S.M.13 |
| | Transition: In several days the first meeting of the preschool children with us will take place.<br>The following teams of workers have been made up based on choices which each of you made.<br>Announce teams of workers.<br>Review major responsibilities of each worker.<br>Explain job application form to students and allow time for them to complete the form. Collect forms and review. If necessary, interview students regarding their job preferences. Select students who will assume first responsibilities for each type of work. | |
| | **Pre-Teaching:** Prepare resource folders for each of the jobs.<br>Collect and arrange other supplies and materials which will be used by the various workers as they carry out their assigned responsibilities.<br>Prepare list of names of children to attend preschool.<br>Transition: The first meeting of the preschool is coming soon. The next several days we will make final preparations for the children.<br>Announce assignments of workers to various jobs within each team. | S.M.14<br>S.M.15<br>S.M.16<br>S.M.17<br>S.M.18<br>S.M.19<br>S.M.20<br>S.M.21 |

CONCEPTUAL CONTENT

PUPIL-TEACHER INTERACTION

SUPPORT MATERIAL

Explain the use of the resource folders and resource materials.

Clarify the rotation of teams and the duties of team members when they are not actively involved with the children in the preschool.

Assign observations to students.

Guide each team of child care workers as they prepare for their first meeting with the children.

**Pre-Teaching:** The day before the children are to attend the preschool, the following activities can be completed.

Transition: Tomorrow the children will attend preschool for the first time. Before we share some of your ideas and plans for activities, let's take a few minutes to consider the growth and development of children aged 3 to 5 years.

Refer to visual done previously describing developmental characteristics of children 1 to 3 years of age.

Select two or three statements or pictures from the visual which refer to physical developmental characteristics of the children.

i.e., Children at this stage are developing large muscle coordination.

Small muscles are beginning to develop, but children are not highly coordinated. Ask:

How do you think the 3 to 5 year old's development will be different? What large muscle tasks will they be able to do well? What will their small muscle coordination be like? What tasks will they be able to do?

Record student ideas on a transparency or visual which can be retained for use later in the unit.

Continue with similar activity and have students identify their expectations of children in regard to the following areas of development. Record on permanent visual.

language and use of words to express ideas

social relationships

attention span

ability and willingness to perform tasks for themselves

feeding
toileting
dressing

As you work with the children, there will be many opportunities to observe and gain information regarding their development. Later in the unit we will compare the ideas you have about the children at this time with those you may discover through working with the children.

Simulate the opening of preschool by walking through and talking about the responsibilities and plans of the various workers.

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | From this point in time the preschool will operate on the designated days. On the days during which the preschool is not operating, class meetings can be directed toward an understanding of the developmental characteristics of the children and the effect of environment on development. | |
| | The support material Environment and Development provides major statements of conceptual content appropriate for consideration. | S.M.24 |
| | Students' observations, work experience, and resource folders may be used to illustrate the various aspects of the conceptual content. | |
| | Transition: When students have had the opportunity to experience several of the worker roles in the preschool, the career opportunities related to child care and development can be explored further. | |
| | **Pre-Teaching:** Collect copies of newspapers available in the local community. Clip articles which are related to child care occupations and the help wanted sections. | |
| | Identify child care programs and workers in the community. | |
| | Distribute copies of newspapers and articles to students. Allow 10-15 minutes for students to read articles and gather information from help wanted sections. | |
| A variety of occupations which are related to child care and guidance are available in most communities. | Ask each student to report some information regarding the occupation and the worker. | |
| | A chart from may be used to organize information. | |
| Occupations differ in regard to several general characteristics, including: | i.e., | |
| kind and amount of formal training needed to qualify | Title of Occupation — Duties — Qualifications — Pay | |
| kind and amount of responsibility assumed by the worker | Information may be incomplete. Students may get further information to complete chart from interviews, study trips, the *Dictionary of Occupational Titles*, and textbooks later in the experience. | |
| specific tasks performed by the worker | | |
| salary or wages offered for work performed | Using the information reported by students, encourage students to identify similarities and differences among occupations. | |
| availability of jobs (number and location) | If information is complete enough to illustrate differences between entry level occupations and other occupations, introduce the concept of entry level occupations and clarify the concept. | |
| Entry level jobs in an occupational area require limited formal training and work experience. | | |
| Entry level jobs in the area of child care include baby sitter, child care aide, nursery school aide, play ground supervisor. | | |
| Other occupations related to child care and guidance which require extensive formal training and experience include supervisor of day care or nursery school, kindergarten and elementary school teacher, child welfare worker, child psychologist. | Select several occupations requiring different levels of preparation and experience. Arrange to have individuals employed in these occupations visit the class to be interviewed by the students or arrange a study trip to the place of employment and gather similar information. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | An interview or information collection form is suggested. | S.M.22 |
| | Following the information gathering experiences, the chart used previously may be used again to organize information. | |
| | Encourage students to identify similarities and differences among occupations. | |
| | Direct students in completion of How I See Myself as a Child Care Worker. | S.M.23 |
| | Ask students to compare their ratings with the general qualifications needed to be employed in a child care occupation. | |
| | What characteristics are similar to successful child care workers? What characteristics are different than successful child care workers? | |
| | Ask students to respond to the following questions. | |
| | I could be a successful child care worker because. . . | |
| | I would enjoy being a child care worker because. . . | |
| | I would dislike being a child care worker because. . . | |
| | I might not be a successful child care worker because. . . | |
| | Responses can be shared orally or may be written. | |
| | Near the completion of the unit, the students may interview other child care workers or visit other facilities. Further information about the occupations may be collected. | |
| | Students may rate themselves on the worker performance device and the teacher and other students may also rate the worker. | |

S. M. 1 NOTE TO THE TEACHER: Review before teaching the unit.

An important part of the mini-unit is based on the provision of experiences with children through a preschool laboratory. While it is possible to carry out an effective program in learning about child care without such a facility, by depending on similar facilities in the local community, immediate access to children in a laboratory setting, incorporated within the school, is extremely valuable.

The materials which follow serve only as general guidelines for organization of a preschool, since situational factors within localities such as space, time, and financial resources will influence the final arrangements to a great extent.

Before the unit starts, contact the appropriate school administration to explain purposes of the preschool laboratory and relationship to instruction in child development and care. Gain approval for carrying out the experiences.

## SOME CONSIDERATIONS IN SETTING UP A PART-TIME PRESCHOOL LABORATORY

### Space and Equipment

1. Indoor Space - sufficient space should be allowed for groups of young children to play undisturbed and safe from injury, and for pupils to observe the children.

   Clothing or foods laboratory in the homemaking department may be utilized for the preschool, provided equipment can be moved to provide the needed space.

   Toilet facilities located nearby are desirable .

   Space is recommended for the following activity areas:

   creative activities
   large muscular activity
   imaginative play
   quiet play
   stories
   music and rhythm
   eating (snacks - lunch)
   rest time

2. Outdoor Space is desirable. The play area used by kindergarten and first-grade pupils might be used at a different period of the day if located nearby.

3. Equipment - It is unnecessary to spend a large amount of money on materials and equipment. A preschool may be conducted on a VERY MODEST SCALE. Equipment may be purchased, brought from home by pupils and parents, or made in home economics or other classes in the school. AVOID OVER-CROWDING THE PLAYROOM. The kindergarten may be a source of tables and chairs.

4. Suggested list of equipment:

   Hangers and place for coats and other wraps
   Children's chairs
   Low tables
   Eating utensils
   Resting pads or rugs (child can bring)
   First aid kit
   Place for storing play equipment and supplies

## Recruiting and Selecting Children for Participation in Child Laboratory

1. Children age 3 to 5 years old make the most satisfactory group as they have probably developed some self confidence with strangers and new settings.

2. A group composed of 8 to 15 children; half boys and half girls will provide greater opportunity for observation of differing developmental characteristics.

3. Children maybe selected from the community as a whole. Publicity to alert parents and provide instructions for registration of child can be placed in local newspapers. Children can be accepted by a quota based on age and sex, i.e., 3 boys, ages 3 - 3½; 3 girls, ages 3 - 3½ .

   Children can be selected from families for whom pupils do babysitting .

4. Parents and children who are selected to participate in the preschool laboratory experience are to be notified of their acceptance and should receive:

   Schedule of time and days for preschool.
   Welcome note to children.

## Establishing a Schedule of Activities for Preschool Children

Basic Schedule: A flexible schedule which alternates active and quiet play and provides for free play as well as organized activities is desirable. A one to two-hour schedule is usually recommended.

Because of the limited time available in the junior high school home economics program, it is suggested that the teacher establish the basic schedule which will be followed in the preschool laboratory.

Several different examples are given in the support material and can be adapted to the local situation.

**Play Materials:** Pupils will be involved in planning and carrying out a variety of activities with children. Some types of activities and materials which can be used are suggested.

| Play Activity | Materials |
|---|---|
| Large Muscle - Active Play | steps - - platform slide<br>rocking boat<br>punching bag balloon<br>tricycles, wagons<br>bean bags, basket toss |
| Intellectual Development | building blocks<br>puzzles (large, framed, of wood)<br>spool board |
| Imaginative Play | doll houses, dolls (male and female)<br>toy telephones<br>housekeeping equipment<br>small cars, trains, animals, figures<br>boxes large enough for children to sit in or arrange as train, boat, airplane |
| Creative Activity | paper a. newsprint<br>b. glazed paper<br>c. manila paper<br>d. construction paper<br>paints a. tempera<br>b. fingerpaint<br>brushes<br>crayons - large<br>paste<br>scissors - small, blunt<br>old magazines, pieces of cloth, ribbon, tape, string, etc.<br>playdough<br>rythm band instruments<br>phonograph records and player<br>books |

Materials may be obtained from items discarded by families, the school and local business firms. The teacher can exercise discrimination before materials are made available to children to insure that items are safe and provide learning experience.

## Suggested Schedule

### Morning Nursery School

(2 - 2½ hrs.)

| | |
|---|---|
| 9:00 a.m. | Arrival<br>Health inspection<br>Help with wraps<br>Put on name tags and take attendance<br>Drink of water<br>Learning Experience |
| 9:12 | Free Play |
| 9:45 | Toileting and handwashing |
| 9:50 | Quiet directed activity<br>Prepare refreshments |
| 10:10 | Serve snack |
| 10:30 | Creative Play Period<br>Clay<br>Fingerpaint<br>Drama<br>Painting<br>Puppets<br>Puzzles<br>Cutting<br>Music |
| 10:50 | Activity - outdoors or active indoor play |
| 11:20 | Toileting<br>Rest period |
| 11:30 | Stories until children go home or, in some cases serve lunch |

* * * * * *

## One Class Period

| | |
|---|---|
| 2:00 p.m. | Arrival<br>Health inspection<br>Help with wraps<br>Name tags - attendance |
| 2:10 | Free play |
| 2:20 | Stories and Creative Activity |
| 2:35 | Toileting and Handwashing |
| 2:40 | Refreshments and quiet activity |
| 2:55 | Room in order<br>Wraps |

Other experiences and activities maybe rotated into designated time periods

S. M. 2

## Scheduling Junior High School Students for Observation and Participation in a Preschool Laboratory

A very important aspect of a preschool laboratory is the provision of opportunities for each student to observe, plan, participate and study the development of children.

The mini-unit is organized so that students can begin to interact with young children during the second week of the class. An example of organization of a class follows:

Divide class into three groups. Six to eight students per group is most manageable, however, up to ten students per group can be accommodated. Students may be grouped randomly or on the basis of their choice. See support materials for direction in use of sociogram for forming groups.

Students in each of the groups will work on a team to plan and carry out activities with the children on the designated day in rotation. A particular team or group will interact with the children one day out of every three, during which the preschool operates.

The following duties are suggested as those for which students will assume responsibilities when working with the children.

1. Team leader or teacher of the day. Collects plans of all team members and explains and discusses them with classroom teacher. Sees that plans of the team members are complete and supplies available. Welcomes children as they arrive. Takes wraps and introduces them to play areas. Helps team members keep schedule and time in mind. Helps children as they get ready to leave. Checks on condition of room, supplies, etc., at the end of the class period.

2. Lavatory supervisor. Aids children in using the bathroom (toilet and lavatory). Responsible for safety of children while playing inside and in charge if they are taken outside.

3. Educational (whole group work). Responsible for telling or reading stories. Flannel board or learning activity with pictures. Also, any other whole group activity other than games or creative activity.

4. Games - Music. Responsible for activity at the tables: puzzles (if done), assist in crafts, if needed. In charge of any rhythm songs or band activity.

S. M. 2

## Rotation of Pupils in a Preschool Laboratory

The rotation of pupils in working teams in the preschool laboratory is planned to begin during the second or third week the class is in session.

Monday: All groups are to meet with the teacher and class. A major part of this time is to be devoted to developing understanding of selected concepts which are related to the experiences occurring in the laboratory. Instruction should help students to become more capable in the duties they are to perform and in the skill of observation and interpretation.

| Student Group | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| I | All members of the group will participate in working with children | Each group member will observe the children in activities similar to those for which they were responsible<br>Complete self-evaluation related to duties performed | Complete study for next responsibility and work on plan for activity |
| II | Each group member will observe the children in the activity similar to those for which they will assume responsibility. Complete self-evaluation related to duties performed in previous session | Complete study for next responsibility and work on plan for activity | All members of group will participate in working with children |
| III | Begin study for next responsibility and complete plan for activity | All members of group will participate in working with children | Each group member will observe children in activities similar to those for which they were responsible<br>Complete self-evaluation related to duties they performed |

Friday: All groups will meet with the teacher. A part of this time is to be devoted to students' self-evaluations of their experiences; raising of questions, highlighting strengths and setting directions for further learning. Ideas generated by students maybe used as starting points for instructional meetings on Monday.

S. M. 3

REGISTRATION FORM FOR ________JUNIOR HIGH PRESCHOOL

Name of child______________________________________________

Age of child enrolled______________________________________

Parents' names_____________________________________________

Address____________________________________________________

Telephone number where parent maybe reached________________

Older brother(s) name(s)_____________________ Age_____________

_____________________ _____________

Older sister(s) name(s)_____________________ Age_____________

_____________________ _____________

Physicians's name_______________________Telephone number__________

Favorite toys______________________________________________

Favorite games_____________________________________________

Will the parent be able to bring the child at _______ Yes_____ No______
Time

or

Will the child come with another student? Yes_____ No______

Will the parent be able to pick up the child at_______ Yes_____ No______
Time

Is the child used to being with strangers? Yes_____ No______

Can the child come every day? Yes_____ No______

List dates the preschool will operate
_________
_________ ___________
_________ ___________

Additional parent comments about child:_____________________________

_____________________________________________________________________

_____________________________________________________________________

S. M. 4

## Sample: Letter of Notification

Dear Mr. and Mrs.________________________:

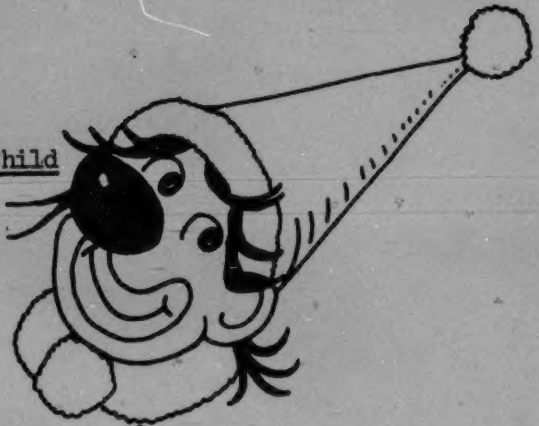
We are so happy to have___________________ as one of our preschool children this year. We would appreciate your bringing_______________________on the following dates:

| | | | | |
|---|---|---|---|---|
| May 2 | Monday | 9:15 a.m. | - | 11:00 a.m. |
| May 4 | Wednesday | 9:00 | - | 10:20 |
| May 5 | Thursday | 9:15 | - | 11:00 |
| and | | | | |
| May 9 | Monday | 9:15 a.m. | - | 11:00 a.m. |
| May 11 | Wednesday | 9:15 | - | 11:00 |
| May 12 | Thursday | 9:15 | - | 11:00 |

We are looking forward to having_____________________.

9th Grade Home Economics

## Welcome Letter to Child



Dear ________,

We will be looking for you in Playschool. There will be toys to play with

Puzzles to put together
Records
Stories to listen to
Songs to sing
Finger paints
Games to play
and many other suprises!

Snacks will be served every day!

P.S. - Bring your favorite toy.

S. M. 6

## A Wage Earner in Child Care and Development

Purpose: This visual is to introduce students to the wage earning occupations in child care.

Form: A large triangular shape is suggested as the background for the display.

The triangle may be displayed as a pennant or it may depict the front view of a building. Both shapes will illustrate the decreasing availability of jobs as requirements for training, education and experience increase with job responsibility.

Display job titles and pictures which illustrate workers employed at those occupations. The several parts to the display may be prepared prior to use in the classroom. Assembling of the display may take place in conjuction with the explanation of availability of careers in child care and development.

### Child Development and Care Careers

| | |
|---|---|
| Entry level: | Child Care Attendant<br>Teacher's Aide<br>Nursery Food Service Worker<br>Playground Supervisor<br>Babysitting |
| 1 yr. or less training: | Licensed Family Day Care<br>Licensed Group Care<br>Children's Wear Advisor<br>Toy Consultant |
| 2 yr. program: | Day Care Instructor<br>Nursery School Aide |
| 4 yr. degree: | Elementary Teacher<br>Director of Day Care Service |

S. M. 7

Name: ____________________
Hour: ____________________
Date: ____________________

## My Experience with Young Children

| Experience | Age of Children | Often | Seldom | Never |
|---|---|---|---|---|
| Helped a child become acquainted and comfortable with an unfamiliar place or unfamiliar people | | | | |
| Read stories to a child | | | | |
| Told stories to a child | | | | |
| Helped a group of children play a simple game or cooperate in an activity | | | | |
| Helped children get ready to rest or sleep | | | | |
| Prepared and served children snacks or meals | | | | |
| Helped children with toileting and lavatory | | | | |
| Supervised outdoor play of children | | | | |
| Helped children in creative activity | | | | |

S. M. 8

## Look! Listen! and Learn! About Young Children

Directions: During the time the children are in class you will have the chance to observe and record information about two children. Each child can be observed for 10 - 15 minutes. During that time your attention is to be directed to that child in particular and the activity in which he/she is involved. Check the things you see and hear, add others as they occur.

| What I observed | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Crawling | | | | | | | |
| Walking | | | | | | | |
| Running | | | | | | | |
| Sitting | | | | | | | |
| Jumping | | | | | | | |
| Holding objects in hands | | | | | | | |
| Throwing objects | | | | | | | |
| Talking | | | | | | | |
| Talking with other children | | | | | | | |
| Playing with another child | | | | | | | |

S. M. 9

## Securing Information about Development through Interview

Child Care Person Interviewed ______________________________

How old was the child when he/she began to walk?

What was the child able to do before he/she started to walk?

When and were did the child take her/his first steps alone?

What did the child do after he/she learned to walk alone?

Does the child nap? Yes_____ No_____ How long does the child sleep?________

What time does the child go to bed?____ How long does the child sleep?_______

Does the child feed herself/himself?

What foods does the child enjoy?

What activities does the child enjoy?

## The Environment (Material, Objects, and People Affect) Development

Experience I. - Learning to feed oneself.

1. Sit on a very low chair or stool pulled up to a large table.
2. Use a large serving spoon and a large mixing bowl.
3. Use the hand you do not ordinarily use for eating.
4. Tie a large towel around you neck for a bib.
5. Eat cereal and milk from a bowl.

Experience II. - Learning to handle pencil or crayon.

1. Give student a sheet of paper and pen or pencil.
2. Ask student to draw a tree and a bird with the opposite hand.

Teacher may comment by saying, "Oh, that's a nice house"or object other than the intended item.

Experience III. - Learning to handle a scissors.

1. Give each pupil a blunt scissor and several star or bell shapes to cut.
2. Use the opposite hand for cutting.

S. M. 11

## Rules for Observation

1. Observers should be as inconspicuous as possible.

2. They should sit rather than stand.

3. They should not talk among themselves or to the children. They should not laugh or make comments during the observation.

4. If a child talks to an observer, direct her/his attention back to the other activities in the room, but be pleasant.

5. Observations should be recorded promptly and accurately as they are seen.

6. Events should be recorded exactly as they are seen; do not allow personal feelings to influence your reporting.

7. Describe fully the behavior you are observing.

8. Discuss your observation with the class and your teacher. Do not carry tales or pass on information about the children you come to know. — Why?

Name of Observer________________________ Date________________

Age of child observed____________________ Sex________________

Situation__________________________________________________

___________________________________________________________

| Time | What the Child Did | What it Might Mean |
|---|---|---|

S. M. 12

# SOCIOGRAMS

## What is a sociogram?

A sociogram is a chart of the interrelationships within a group.

## Purpose:

To discover group structure (sub-group organization, friendship patterns, etc.) and the relation of any one person to the group as a whole.

## Value to the teacher:

The sociogram may help the teacher to understand group behavior more completely. Information gleaned from the sociogram can assist the teacher in making decisions regarding group management and curriculum development.

## Steps for developing a sociogram:

1. From each group member collect an answer to questions such as the following:

   Who are your three best friends in the group?
   What three people in this group do you most admire?
   With what three people in this group would you most like to sit with in class (or work on a committee, or go to lunch, or go home with you, etc.)?

   Optional:
   Are there people who you don't like or with whom you would rather not work?

2. Study the slips of paper to see what names have been mentioned most.

3. Chart the sociogram placing toward the center those whose names have been mentioned most often and trying to place close together those who have tended to choose one another.

4. Study and interpret the results.

## Carrying out the original agreement:

1. The most immediate thing to do with the data is to carry out the agreement made with the pupils when the test was given.

2. The following simple rules have grown out of experience in using children's choices and will serve to give each individual the maximum satisfaction compatible with similar treatment for everybody else.

3. The object is to provide for each student the best possible placement from his point of view.

4. Optimal placement can be given in the following manner:

   a. Give any pupil who is unchosen his first choice. Example: David chooses Patty 1st, Leo 2nd, and Willard 3rd. No one chooses him. David is placed with Patty.

   b. Give any pupil who is usually chosen the highest reciprocated choice from his point of view: his first choice if this is reciprocated; his 2nd choice if this is reciprocated and his 1st is not; his 3rd if this is reciprocated and his 1st and 2nd choices are not.

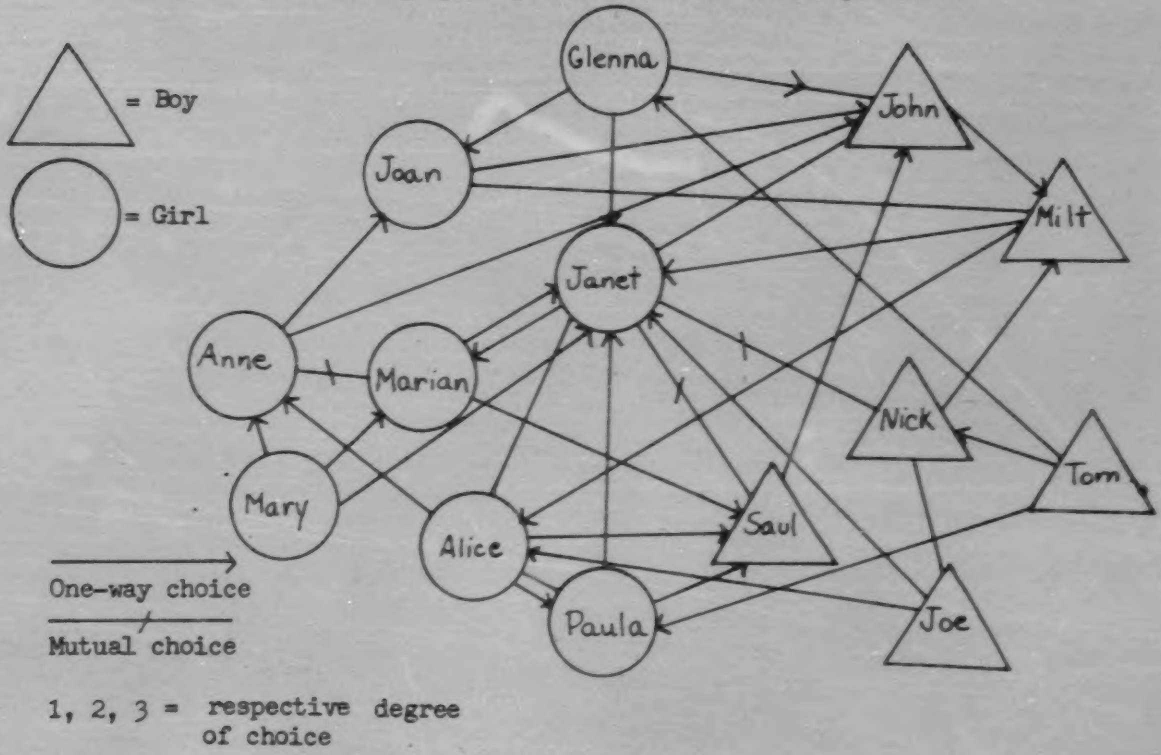
   c. Give any pupil who is chosen but chooses none who have chosen him his first choice.

   d. If rejections have been secured, check to be sure no pupil is grouped with those who most reject him.

   e. Check the placement arrangement to be sure every pupil has at least one of his choices fulfilled.

SAMPLE SOCIOGRAM

An illustration of graphic presentation of choice patterns.


= Boy
= Girl
Glenna
John
Joan
Milt
Janet
Anne
Marian
Nick
Tom
Mary
Alice
Saul
Paula
Joe
One-way choice
Mutual choice
1, 2, 3 = respective degree of choice

S. M. 13

## APPLICATION FOR EMPLOYMENT

Name________________________________________

Address______________________________________

Age__________ Years of Schooling Completed______________

Schools Attended

Briefly describe your experience as a child care worker

For which of the child care worker jobs are you applying__________

Briefly explain why you are interested in this job

What qualifications do you have which make you suited to this job

Briefly describe other work experience

6-32

S. M. 14

## Resource Folder: Tips to the Teacher of the Day, I.

The teacher of the day has several very important responsibilities. You will be the first person to meet and greet the child and parent. You can help the young child feel comfortable and safe in the new preschool setting.

Read the case study marked "Good Morning, Janet" and answer the following questions:

1. How do you think Janet might be feeling as she comes into the preschool?

Think about — How do you feel when you are in an unfamiliar place?
How do you feel when you are with people you do not know?

2. What did Marie do which might make Janet feel welcome and safe?

3. Read the script titled: "One Morning at Preschool". Complete the following activities:

Think about — What did Michael do and say to help John feel more comfortable and safe in the preschool?
Why did Michael suggest that John's mother stay in the room?

Listed below are some phrases which describe ways of working with children which should help them to feel safe and comfortable. Mark with an X those that the students in the two situations you read used.

_________ talk in a calm, kind and friendly voice

_________ talk directly to the child

_________ use the child's name when talking to her/him

_________ answer the child's questions truthfully

_________ get down to the child's physical level (bend, squat or sit down)

_________ use touch to show interest and liking for the child

Turn in this page to your teacher along with your planning form.

## "Good Morning, Janet"

Janet and her father are the first to arrive for the preschool at Lincoln Jr. High School. Four-year old Janet walks into the room ahead of her father and looks around. Marie, who is Teacher of the Day, says, "Hello, I'm Marie. Can I help you?" Janet's father says, "Yes, I'm James Block, and this is my daughter, Janet. She is coming to preschool."

Marie says, "That is fine." Bending down and touching Janet's shoulder, she says, "I'm happy you can be with us, Janet." Turning to Mr. Block, Marie says,"If you would like to wait in the building for Janet, there is a room down the hall." Mr. Block replies, "I had planned to do some errands. Can I pick her up later?" Marie, "Yes, the children will be ready to leave at 11:30."

Mr. Block leaves and Marie, turning to Janet, says "Janet, we have a special place for your coat. Let's put it there." Taking Janet's hand, Marie walks with her over to the coat rack. Janet says, "Where did my Daddy go?" Marie smiles and says, "He left for a little while, but he will come to pick you up later." Marie helps Janet put the coat on the hanger and then says, "Lets put your name tag on." They walk over to the table where another member of the teaching group is waiting, Marie says, "Paul, this is Janet. Do you have a name tag for Janet?" Paul says, "I am sure that I do." Paul picks up Janet's name tag from among several on the table, and says,"Here it is Janet." Janet, holding her hand out, says, "Let me see." She looks at the yellow tag with red letters and hands it back to Paul. Paul says, "Turn around and I'll put it on you."

## One Morning at Preschool

CHARACTERS: JOHN - Age 3½
MRS. BLOOM - John's Mother
MICHAEL - Teacher of the Day
GLORIA - Assistant Teacher

SETTING: Preschool at the Junior High School

**GLORIA:** (Standing with Michael at the entrance to the preschool room) I'm scared. I hope everything goes all right this morning.

**MICHAEL:** Me, too. Here comes someone.

(Mrs. Bloom and John walk down the hall and stop at the door to the preschool.)

**MRS. BLOOM:** Is this the preschool room?

**MICHAEL:** Yes, it is.

**MRS. BLOOM:** This is John, and here is the Registration Form. (She hands sheet of paper to Michael.)

**MICHAEL:** Please come in. I'm Michael and this is Gloria. Would you like to wait a moment, while I take John's coat and get his name tag?

**MRS. BLOOM:** All right. John, you go with Michael.

(Instead, John clings to his mother's hand, appearing unwilling to go with Michael and leave her.)

**MICHAEL:** (Bending down so that he is at the same level as John, says). Your mother can sit right here and watch while you play with some of the toys.

**MRS. BLOOM:** That's a good idea, John. I'll sit over there and watch.

(John, taking Michael's outstretched hand, walks with Michael over to the coat rack and, together, they take off his coat and hang it up.)

**GLORIA:** Mrs. Bloom, you can sit here and observe the children if you wish. Later, if you want to leave the room, there is a room down the hall where you can wait.

**MRS. BLOOM:** Thank you. I'll stay a few minutes.

(Michael walks with John over to one of the low tables on which are arranged a puzzle and several other toys. Michael glances around and back towards his mother and, then, becomes interested in a wooden train.)

S. M. 14 (cont.)

## Tips to the Teacher of the Day, II.

As Teacher of the Day you will help coordinate the other activities which are part of the schedule for the day. As you work with the other members of the group, the following reminder list can guide your planning: (Check with an X)

__________ Name tags are made and ready for the children.

__________ A waiting area for parents is available.

__________ A place for children to hang wraps has been arranged.

__________ Each group member has completed planning for her/his duty.

__________ Planning forms have been collected and reviewed.

| | Activities | Students Responsible |
|---|---|---|
| _____ | Story Time | ____________________ |
| _____ | Creative Activity | ____________________ |
| _____ | Snack Time | ____________________ |
| _____ | Rest Activity | ____________________ |
| _____ | Games and Music | ____________________ |
| _____ | Rest Time | ____________________ |

_____ Supplies for all activities are available.

S. M. 15

## Tips for the Storyteller, I.

Most young children enjoy listening to stories and viewing the pictures in books. Children also like to look at books, themselves. Storytelling and reading can help young children to develop in several ways.

Listed below are sentences that describe abilities a child can be helped to develop through reading and storytelling.

Read each sentence in Column One carefully. In Column Two, explain how reading and storytelling can help a child gain this ability.

| COLUMN ONE | COLUMN TWO |
|---|---|
| A child learns to give her/his attention by listening. | |
| A child needs to learn to speak correctly | |
| A child needs to learn new words. | |
| A child needs to learn about new things in the world. | |

## Guides for Reading or Telling Stories to Children

B. Seat yourself and the child or children in a comfortable position. Consider the children and their comfort and then adjust your own position.

As you are reading the story, hold it in such a way that the children may see the pictures. The pictures will attract the children, and they will give greater attention. Read aloud in your natural voice, loudly enough so that all the children can hear. Use a few gestures, if necessary, and you may dramatize certain words.

Read slowly, so the children can follow your reading easily.

Allow the children to ask questions or make comments about the story as you are reading it.

Remember!

The main objective of the reader should be to have the children learn to like stories.

S. M. 15

## Tips for the Storyteller, II.

As the storyteller or reader, you need to choose a story and be able to read or tell it in a way children will enjoy. To help you with this task, complete the following activities.

A. Look through a number of books to find a story which you think is suitable for children age 2½ - 5. Select one and rate this story by placing a check mark in the appropriate column across from the Guides for Selecting Stories:

| GUIDES FOR SELECTING STORIES | YES | NO | ?? |
|---|---|---|---|
| Story character is interesting to child | | | |
| Story tells about everyday experiences child can understand | | | |
| Story tells about new experience which broadens their ideas | | | |
| Pictures are large, colorful and clear | | | |
| Story is about people with whom children are familiar | | | |
| Story is too long to hold child's interest | | | |
| Story has one main idea and 1 - 2 lesser ideas | | | |
| Story has only a few new words | | | |

S. M. 16

## Tips for the Creative Activity Leader of the Day

The task of the Creative Activity Leader is to promote creativity among the young children.

Some ideas to remember about creativity are:

1. Creative means the production of something new, unique, and original.
2. Being creative means being adventurous, breaking out of the mold, and away from the usual.
3. Curiosity, imagination, discovery, innovation, and invention are parts of being creative.
4. Being creative can mean an acceptable outlet for one's emotions.

A. In your own words, write down in the space below what "creative" means to you:

B. Give two examples of ways in which people who work with young children can help or hinder creativity:

| Help creativity | Hinder creativity |
|---|---|
| 1. ______________________ | 1. ______________________ |
| ______________________ | ______________________ |
| 2. ______________________ | 2. ______________________ |
| ______________________ | ______________________ |

Part II

To be creative, materials need to be available. Some of the possible materials young children can use are:

Clay, dough, paste, finger paints, flowers, materials of different textures, construction paper, smooth rocks, sand, colors, dry cereal, soap bars.

Some of the tools young children can use are:

brushes, blunt scissors, erasers, chalk boards, plastic vases, pencils, magic markers, crayons

A. From the materials available in the classroom or your home, create something interesting for the room that young children will enjoy. Be as "creative" as you can. Some ideas might be a picture or collage from different textures; or an arrangement of colored construction paper.

Some suggestions for aiding children to be creative:

1. Do not overwhelm children with too many choices of materials or tools to use. Select one or two related items. The children can be creative with those tools and materials selected.
2. Give children only a brief explanation about use of the materials. Only emphasize one point which can help them be successful.
3. A teacher or leader can show how to use a material, but in the way a child might use it.
4. Encourage the children to make their own arrangements. The leader's job is to provide the materials and then admire the end product.
5. Be ready to help the child, but wait for the child to ask.
6. Do not insist that the child make "real" things. Praise, if possible, whatever expression the child happens to make. Praise will help the child to do "even more."
7. Even though creativeness is good, there are limits to freedom of expression. Some limits include:
    - a. No damage to another child's activity.
    - b. No hurting of other children.
    - c. No damage to the room, i.e. painting on walls, etc.

## Part III

Read each of the situations and answer the questions:

Situation 1:

Jeannie is a pretty little four-year old who is brought to your preschool each morning by one of her grandmothers. Many of the activities are new to her. You are trying to get the children started working with clay, but she doesn't want to get her hands into the "sticky stuff." When she says, "You show me", you should—

- Put a bit of clay in her hands to have her see how nice it feels.
- Tell her, "Do whatever you like with it".
- Have her wait until you help the other children get started.
- Tell her that she will like working with clay.
- Start working the clay for her as she asks.

What would you do?

Why is your choice a good one?

Situation 2:

You are assisting the teacher of a group of four-year old children who are seated at a large table, working with crayons. After seeing that each child has paper and crayons, you move quietly around the group interacting with each child. You make such remarks as—

- "You have the sky here, don't you?"
- "Tell me about your picture."
- "That looks like a cat."
- "Don't you want to use your red crayon?"
- "Do you like blue?"

What remarks would you make?

Why would those remarks be good?

## Part IV

Plan a creative activity for your day as leader. It should occupy 15 - 20 minutes of the morning and utilize the suggestions given previously.

Check with your teacher about the activity and where to get supplies, materials, tools, etc. Children can all do the same type of thing or there may be several choice (not more than three).

## Recipes

Try making and using these recipes with small groups of boys and girls. Plan to let the children do some of the mixing and measuring of cold water mixtures. It will be fun for them, and they will learn many new words as you talk.

### Soap Flakes Fingerpaint

1½ cups of dry laundry starch
1 quart of boiling water
1½ cups soap flakes
food coloring or tempera

Mix starch with enough cold water to make a paste. Add boiling water. Stir until clear. Cool. Stir in soap flakes. Keep in a cool place in baby food jars or syrup cans with plastic tops.

### Cornstarch Fingerpaint

3 parts water
1 part cornstarch
food coloring or tempera

Bring water to boil. Stir in cornstarch. Add coloring. Keep in a cool place.

Also for fingerpainting:

Concentrated liquid starch (nontoxic). Let children sprinkle with powdered tempera paint or mix with liquid tempera.
Wheat paste (wall paper paste, available at hardware stores, nontoxic). Mix wheat paste into cold water. Add coloring.

### Paste

1 1/3 cup flour
1 cup water
¼ tsp. oil of cloves

Blend ingredients in kettle. Cook 15 minutes. Store in small jars.

### Playdough

2 cups flour
2 cups of salt
enough water to mix
food coloring or tempera

Adding 2 T of salad oil will make a smooth mix, but do not add if you want the objects to dry.

### Sponge Dough

6 cups flour
1 cup salad oil
enough water to make a
soft, spongy mix.

Good for younger children. Keep in refrigerator in a plastic bag. Food coloring maybe added.

### Baker's Clay

2 cups flour
1 cup salt
Enough water to make a
dough-like mixture

Use with bottle caps, forks, toothpicks, etc., to make designs. Flat objects can be baked at 300° for 1 hour. A paper clip pressed into the back of each object before baking will serve as a hanger. Designs may be painted after baking.

S. M. 17

## Guiding Children in Toileting and Handwashing

### Part I.

Learning to use the toilet is an important part of developing feelings of capability. The child care person who is responsible for helping the children with toileting can encourage good bathroom habits.

The young child who comes to preschool is probably able to take care of their own toileting at home. However, the bathroom facilities in your school will be unfamiliar to the children.

Think through the following questions:

________ Does the time for toileting come when the halls and bathroom will be empty?

________ Can the children reach the sink and toilet stool? Are there step stools or boxes on which children can stand?

________ Can the children manage to unfasten and fasten their own clothing? How can you help?

Good bathroom habits can be encouraged at the preschool. Help the children to learn the following routines:

1. Flush the toilet after use.
2. Wash their hands with soap and water.
3. Dry their hands with paper towel.
4. Place paper towels in wastebasket after use.

### Part II.

Toileting accidents may happen when children are in unfamiliar situations and with people they do not know very well. Read this story and think about what could be done:

> Four-year old Susan was busy playing with Sally and Peter. They were playing train. Susan was enjoying making engine noises as she pretended to drive the train. She waited until the last moment before starting for the bathroom. It was too late. Her slacks were wet. Jane, the preschool helper, observed Susan's accident. What could she do?

S. M. 17 (cont.)

List all the actions which Jane might take:

1.

2.

3.

4.

5.

This is what Jane did:

Jane didn't pay any particular attention to Susan. The other children didn't seem to notice. Soon they moved on to another activity. Jane went to Susan and said, "Would you like to change to these dry pants ? I'll bet you didn't know that you had another pair of pants at school. Let's go put them on in the bathroom. We can put the wet ones in this bag for you to take home."

How would Susan feel in this situation?

Would you have acted in the same way as Jane?

Why?

Why not?

## Notes to the Games and Music Leader

Your task as games and music leader is to plan games or musical activities for the children at the preschool. Music and games are a source of spreading cheerfulness and of releasing tensions and frustrations. One of the goals of a preschool is to help children learn to be part of a group and both games and music can be group activities.

### Music

The most important thing for a leader tc do about music is to encourage it. To help children enjoy and learn about music, the leader needs to be as relaxed and comfortable as he/she is about other aspects of learning. Music can give children a real sense of belonging as he/she sings and plays with others.

With preschool children, music is primarily used for communicating feeling. It can serve to bring children to an exciting new activity, or quieting them down for rest. It is a successful tool for preventing discipline problems. Music comes from a wide variety of experiences.

Musical games of the preschool are only simple beginnings of games. Songs often come from action, such a pounding, sawing, tapping, or the ticking of a clock.

## Moving with Music

With preschool children, attention should be given to moving as the music suggests — not the learning of specific dance steps of movements.

The leader should:

1. Move from one movement to another, pacing the interest of the children.
2. Use a minimum of spoken expression.
3. Have appreciation for what the children do.

Some ideas for musical activities:

Encourage spontaneous singing all through the day. As children march to the music suggest that they stamp loudly when the music is loud, tiptoe quietly when the music is soft. Children enjoy the physical activity of the game, which can be used with the whole group, or with individuals with special needs. This prepares the child for listening to music.

Let the children put their cheeks against a drum to feel the vibrations or watch the piano strings vibrate.

Ask children to place their hands on your throat while humming. What do they feel?

Direct children's attention to the pitch of sounds by having them listen to a note struck on the piano, then a note struck above or below the first.

Have a parade. Let half the class watch and clap to the music and the other half close their eyes and listen to the parade. What sounds do they hear? Reverse roles and repeat.

Let the children draw pictures to suggest the sounds they hear in a song.

Make simple rhythm instruments. Use during music or story time to make sound effects. When they think they hear someone who is angry, beat the drum — excited, shake the bells, etc.

## Teaching a Song

1. Keep song short and simple, with simple actions.
2. Teach when children are eager for new activities.
3. Make up an "introduction" for song — not, "Let's learn a new song".
4. Make it an appealing song.
5. Relate song to other activities.
6. Learn the melody and words before teaching.

Teaching a Song (cont.)

6. A child may not sing or openly participate but may still enjoy the music period.
7. Sing the song over and over again.

[See song suggestions at the end of this S. M.]

## Games

Children under four years of age are not likely to enjoy group games since they are not yet interested in or ready for the rules and amount of group organization which games involve. After this age, they begin to enjoy simple games and are usually ready to take part in this kind of play.

### What games are suitable for young children?

1. Games with few rules and no complicated ones.

2. Games which do not require a specific number of players, nor a large number of players.

3. Games which give each child an opportunity to participate without having to wait more than a few minutes for a turn.

4. Games which do not involve choosing sides as teams, since team play means little to children.

### How to teach a new game to young children.

It is usually better to start right in and explain what to do as you are playing the game. You cannot expect little children to sit still and listen while you explain the rules ahead of time. You might start out, for example, by saying to two or three children, "We could take hold of hands and make a circle and I could show you how to play Looby-Loo." (Others will no doubt join in as they see the game starting.) As soon as several of the children are in a circle, start going around as you sing or say, "Here we go Looby-Loo, etc." Then stop the circle and you sing or say, "I put my hand way in, I put my hand way out," etc.

Quite often, a child who already knows the game can do a better job of teaching to other children than an adult can.

### Suggestions for helping children in playing games.

Very young children will usually need some direction and help from someone, but do not stand on the side lines and just shout directions. Play the game right along with them. Sometimes, of course, you may be at the piano playing the music and may need to give a few directions or suggestions.

It is wise to avoid playing any one game for too long a time, Suggestions for helping children in playing games. (cont.)

although little children may enjoy repeating the same game two or three times. If the children seem to be getting too excited or restless, suggest another game. It is usually a good idea to alternate active games with the more quiet, sitting down games. Do not expect young children to play game after game; three or four games are usually enough at any one time. After that, the children are apt to become over-excited or tire.

If you have a fairly large group of children, you can avoid making them wait for turns by suggesting, for example, that there can be two or three youngsters going "Round and Round the Village" at the same time. Another good idea is to have two smaller circles instead of one big one, both playing at the same time.

It is very important not to be disturbed if some children seem to disregard the "rules" or if some do not participate fully. Do not insist on each child's doing exactly right. Perhaps one child will want to be the Farmer in the Dell, but he/she does not want to choose a husband/wife! Let the reluctant farmer stay in the game and quietly ask another child to be a farmer, too. Or, perhaps the child will want to play "Did you Ever See a Lassie?" but he/she is content to be in the circle and does not want to "go this way and that way". Sometimes the children will suggest a different way of playing an old game or invent a new one. Let them experiment and have fun!

[Game suggestions follow]

## Imitative Game

### Did You Ever See a Lassie

Children join hands in circle with one child in middle. All move around and around on first two lines of verse. For the last two lines, children drop hands and imitate child in middle who thinks of some way of moving, shaking head , etc.

"Did you ever see a lassie (or laddie), a lassie, a lassie,
Did you ever see a lassie do this way and that?
Do this way and that way, do this way and that way,
Did you ever see a lassie do this way and that?"

## Guessing Games

Guess Who "It" is blind-folded. Leader points to another child who goes and shakes hands with "It." "It" tries to identity child by feeling her/his head and clothing. The second child may then become "It."

What's Gone Put group of several objects (e.g., spoon, pencil, cup, key) in center of circle. "It" looks at the objects and then hides her/his eyes while another child hides one of the articles behind her/his back. "It" tries to guess what is missing. Can also be played by using papers of different colors, if children know colors well.

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Who's Knocking at My Door One child sits in the center of circle and hides her/his eyes. Leader points to a child who knocks on the back of the chair. Child in chair says, "Who's knocking at my door?" Second child answers, "It is I" or "I'm knocking at your door." Child in chair tries to guess who it is. (Children are surprisingly good at this!)

What is it One child covers her/his eyes. Different children take turns in pretending to be a horse galloping, trotting, walking, running or an elephant walking or any animal making a noise in its motions. Child must guess which animal the class is acting as.

Identifying Objects The leader has a variety of objects, such as a ball, a pencil, a toy boat and a toy automobile. He/she puts from three to six objects in a cloth bag at the same time. Individuals are asked to come up to identify the objects by feeling the bag.

## Choosing Game

Round and Round the Village Children stand in circle, hands joined. One (or more) walk around circle as group sings or chants:

"Go round and round the village
Go round and round the village
Go round and round the village
As we have done before."

Choosing Game (cont.)

Then, at next verse, children raise arms and "It" goes in and out under their arms.

"Go in and out the window
Go in and out the window
Go in and out the window
As we have done before."

On last verse, "It" chooses another child to become "It" by standing in front of her/him.

" Now stand before your partner
Now stand before your partner
Now stand before your partner
As we have done before."

## Hide and Seek Games

Cat and Kittens One child is selected to be mother cat; three or four others are chosen to be kittens and they hide. As soon as they are hidden, they "meow" to the mother cat where they are.

Huckle, Buckle, Bean Stalk Several children leave the room (or all play and hide their eyes) while leader hides an object in plain sight. At a signal, the children return (or open their eyes) and start hunting for the object. As soon as a child sees it, he/she calls out "Huckle, Buckle, Bean Stalk" and sits right down without telling where the object is. Game continues until last child has seen object or until reasonable time has passed. Last child may be "It" for another game. (The younger children may not be able to keep from telling where the object is!)

## Games of Skill

Basketball Children stand in a circle and take turns trying to throw a ball into a basket placed in the center of a circle.

Toss Ball Children stand in circle. Leader calls name of child and immediately throws ball into air. Child hurries and tries to catch ball before it hits floor or on first bounce.

Duck Waddle Relay The children stand in two lines. The first one on each side holds ankles with hands and walks to a goal and back. The next one starts as soon as the first returns, until they have all been up to the goal. (Do not emphasize the racing aspect for young children.)

## Games of Skill (cont.)

Right and Wrong  Leader makes such statements as "Fish run, dogs bark, cows meow." If statement is right, children wave their hands; if wrong, they clap their hands once. May be simplied by having children wave their hands, if correct; keep hands stiff if wrong. With older children, those who make a mistake may drop out of the game until only one remains.

Do as I say, Not as I Do  Leader tells group to do what he/she says, but to listen carefully because sometimes he/she will try to fool them by doing something different. The leader gives such directions as, "Put your hands on your head", (he/she does so). "Bend over" (he/she does so). "Put your hands on your toes" (but instead, he/she puts her/his hands on her/his back) etc. With older children, those who make a mistake may drop out of the game until only one remains.

## Miscellaneous Games

Five little Chickadees  As each verse is sung the "chickadees" who have been chosen to sit in a door, fly from the line in turn, fly around the room once and go back to sit with the rest of the children.

"Five little chickadees sitting in the door;
One flew away and then there were four.
Four little chickadees sitting in a tree;
One flew away and then there were three.
Three little chickadees looking at you;
One flew away and then there were two.
Two little chickadees sitting in the sun;
One flew away and then there was one.
One little chickadee left all alone;
He flew away and then there was none."

## Some Songs and Finger Plays for Preschoolers

### Songs:

### Train is a-coming

Train is a-coming, oh yes.
Train is a-coming, oh yes.
Train is a-coming, train is a-coming.
Train is a-coming, oh yes.

Better get your ticket, oh yes.
etc.

Johnny is the engineer, oh yes.
etc.

### Mary Wore her Red Dress

[To the tune of Mary Had a Little Lamb]

Mary wore her red dress, her red
dress, her red dress
Mary wore her red dress—
All day long.

Danny wore his blue shirt. . . etc.

Johnny was a tall boy . . . . .etc.

### What Shall We Do

What shall we do when we all go out,
all go out, all go out.
What shall we do when we all go out,
to play?

We shall swing on the swings when we
all go out, all go out, all go out.
We shall swing on the swings when we
all go out to play.

We shall slide down the slide. .etc.

We shall play in the sand. . . etc.

### Clap Hands

Clap, clap, clap your hands
Clap your hands together.
Clap, clap, clap your hands
Clap your hands together.

Poke, poke, poke your nose
etc.

Pull, pull, pull your ears.
etc.

Nod, nod, nod your head.
etc.

Wiggle, wiggle, wiggle your
fingers.
etc.

### Can You

Can you hop like a rabbit?
Can you jump like a frog?
Can you waddle like a duck?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?

S. M. 18 (cont.)

Finger play:

### Open, Shut Them

Open, shut them.
Open, shut them.
Give a little clap.
Open, shut them.
Open, shut them.
Lay them in your lap.

Creep them, creep them.
Creep them, creep them.
Way up to your chin.
Open wide your little mouth,
But do not let them in.

### Here's a Bunny

Here's a bunny with ears so
funny (bend two fingers)
And here is a hole in the
ground (other arm akimbo)
When a noise he hears
Up pop his ears (two fingers
pop straight up)
And he hops in a hole in
the ground. (jump into
arm hole)

### Traffic Light

Stop says the red light (hold palm
of hand out)

Go says the green (point finger
out)

Wait says the yellow light, flashing in between (open and close
hand)

Watch all the cars and see them
obey (form glasses with
finger and thumb)

Red, green and yellow light

Showing them the way.

S. M. 19

## Notes to the Snack Time Leader

"Time for a Snack"

Listen in on a conversation . . .

This is Sally. I am three years old now. I like to talk on the telephone. I'm phoning to tell you how I like to eat.

I like pretty colored foods.

I like foods I can hold — rolled lettuce, pieces of carrot and slices of apple (peeled, please).

I like my meat cut up in little pieces.

I do not like things that bite my tongue. (My taste is keener than yours.)

It is fun to eat foods that go "crunch".

I like food when -- not real hot or real cold.

I like a little bit on my plate at one time. Then I can ask for more.

I like to feed myself. When I get tired, it is nice if somebody helps me.

I do not like vegetable with strings in them.

I do not like gummy things. They stick in my mouth. Sometimes mashed potatoes do.

A whole glass of milk almost fills my tummy. Then there is not much room left. I would rather leave the milk until last.

I like my own plate. I can push my spoon against the high sides. This way, I do not spill so much.

I can eat best with my own spoon. I like the short handle. Yours is too big and deep.

Notes to Snack Time Leader (cont.)

I like my own fork, too. It fits my mouth and is not sharp.

I like to push my feet flat on the floor or on the step of my high chair.

I like to pour my milk myself. Let me use a little pitcher. It has a wide mouth.

I like to drink from my own cup. I can put my whole hand through the handle.

Sometimes, a little, small-topped glass makes it easier not to spill.

I can pick up those little, round, green peas with my fingers. They run away from my spoon. They are good when you mash them .

S. M. 19 (cont.)

## Making Snack Time Fun, Part II

What can we expect of preschoolers in regard to eating habits? Most can feed themselves. Some will need more help than others. Whether children are eating a snack or a meal, they should enjoy it. Pleasantness makes for good digestion, unpleasantness may hinder it. When you sit with children during snack time, try to accept their awkward efforts. Children should feel comfortable and feel good about their eating efforts. Try to consider the child's eating habits from her/his point of view.

Encourage children to try new foods. A friendly manner will help the child feel at ease about trying the new food. Making the child curious about the food is a good way to encourage her/him to eat it.

Here is a problem at snack time in a preschool. Read the problem and follow the directions.

Ordinarily Jill eats well, but today she seemed to have no appetite. During the morning she quarreled over the use of the tricycle and became upset. At snack time she did not want to eat. What should Billy, the preschool helper, do? Four choices are given below. Read each and circle the letter of the one you feel is best. Give reasons for your choice.

A. Said to Jill, "Isn't this a pretty colored juice? Let's see how it tastes."

B. Left her alone and did not encourage her to eat.

C. Left her alone and encouraged her to come back later for some snack when she was ready.

D. Scolded her and said, "You must eat. You have to stay here and eat."

REASONS FOR CHOICE:

S. M. 19 (cont.)

As a part of the preschool, you will plan, prepare and serve snacks to the children. Now that you have read the conversation with Sally. Make a list of beverages (which might be served) and a list of other snack foods (which might be served).

Beverages

Other Foods

See if your foods and beverages list agrees with Sally's comments. If they do, select one item from each group and check with the Teacher of the Day to see if your choice is reasonable.

What utensils will the children need to eat their snack? Are there utensils available? Are these utensils "child size?"

Notes to the Rest Time Leader:

Preparation for rest or sleep means relaxing the body and the mind. If children are well and not overstimulated, they will relax easily. Sleep and rest are necessary for continuous growth and good health in young children. The attitude of the teacher or child care helper toward the rest period will influence the way the children react to it. Conditions should be made favorable for naptime. If the room is prepared for naptime, the children will probably react more favorably to the rest period.

Some things to do to prepare the room and children for the rest period might include:

1. Put away all toys or games so children are not distracted.

2. Precede the rest period with a quiet activity to relax the children.

3. Be sure the mats or rugs are ready.
    a. Check to see that there are enough mats so that each child has one.

4. Set the atmosphere for rest by
    a. lowering the lights
    b. playing soft music, if available
    c. softly reading a story

5. Speak in a softer, lower tone, so that children know the activity has changed.

6. Encourage all children to rest and to not disturb others.

S. M. 21

## Observation: Motor Development

Observer________________________________________Date__________

Situation______________________________________________________

1. Choose two children who are of different ages. Note how each child does the activities listed below:

   Rate each as: 1) easily, 2) fair, 3) with difficulty, or 4) with help

| Child 1 | Activity | Child 2 |
|---|---|---|
| | Walking | |
| | Running | |
| | Skipping | |
| | Up Steps | |
| | Down Steps | |
| | Climbing | |
| | Blocks | |
| | Other Activity (list) | |
| | | |

2. What toys and equipment in the environment encouraged these children to be active?

3. Give examples of the way you saw children using:

   a) large muscles________________________________________

   b) small muscles________________________________________

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S. M. 21 (cont.)

## Observation - Children and Play Materials

Observer Date

Play Material Time

Situation

Choose a specific play area and material, i.e., Blocks, doll corner — observe the children for 10 - 20 minutes.

As they begin to play, list:

| Child's name | No. minutes at play | What did the child do? | What did he/she say? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The longest and shortest interest spans (in approximate number of minutes) of the children that used the play material.

The variety of ways in which the children used the play materials.

The conversation of the children while playing with the piece of equipment.

## Observation - Free Play Period or Active Play Period

Observer 's Name____________________________Date_______________

Child Observed______________________________Time_______til_____

Watch one child for five minutes:
a. Describe his movements and actions as they occur in one minute segments.
b. Watch another child for five minutes, etc.

| | Child 1 | Child 2 |
|---|---|---|
| Time | | |
| Minute #1 | | |
| " #2 | | |
| " #3 | | |
| " #4 | | |
| " #5 | | |

How many minutes was the child inactive?________________

How many minutes did the child stay in one spot?_____________

What does this observation point out?_____________________________

S. M. 21 (cont.)

## An Observation of Bathroom Routine

Observer________________________________Date______________

Situation________________________________________________

_________________________________________________________

Children observed A.______________Age___ B.____________Age___

1. What did the child do upon entering the bathroom?

| | |
|---|---|
| A. | B. |

2. What help did the child need to complete toileting?

| | |
|---|---|
| A. | B. |

3. Did the children remember to flush the toilet?

| | |
|---|---|
| A. | B. |

4. What help did the child need to complete hand washing?

| | |
|---|---|
| A. | B. |

Being able to complete toileting and hand washing by oneself is part of developing independence. What do your observations tell about the children's development?

S. M. 21 (cont.)

## Observation: Rhythm and Music

Observer ______________________________ Date ______________

Child Observed __________________________ Time ______________

Situation ____________________________________________________

_____________________________________________________________

1. How did the child react to the music? _______________________

   _____________________________________________________________

2. How did the child show rhythm during the music experience? ________

   _____________________________________________________________

3. How did the adult interest the children in music or rhythm? _______

   _____________________________________________________________

4. How long did music activity last? ___________________________

   _____________________________________________________________

5. Did the child listen or take part in the music activity until it was finished?

   _____________________________________________________________

   _____________________________________________________________

What do these observations point out about the child's development?

S. M. 21 (cont.)

## Look and Learn about Children's Habits While Eating

Observer______________________________________________Date_______________

Situation______________________________________________________________

Child Observed________________________________________________________

A. What eating and drinking skills can the child do well?

B. What skills is the child still learning?

C. What table manners did the child use?

D. How does the child react to eating and drinking?

S. M. 22

## A Look at the Responsibilities of Child Care Workers - Interview

Occupational Title____________________________________________

Major Duties:_________________________________________________

______________________________________________________________

______________________________________________________________

Work Schedule: Days of the Week_______________________________

Hours of the Day______________________________________________

Qualifications (Education)____________________________________

Experience____________________________________________________

Other Personal Characteristics________________________________

______________________________________________________________

Salary and other Benefits_____________________________________

______________________________________________________________

______________________________________________________________

Working Conditions:___________________________________________

______________________________________________________________

Aspects of the Job which are Satisfying to the Worker_________

______________________________________________________________

______________________________________________________________

Aspects of the Job which are Least Satisfying to the Worker___

______________________________________________________________

______________________________________________________________

Opportunties of Employment____________________________________

Opportunties for Advancement__________________________________

S. M. 23

## How I See Myself as a Child Care Worker

List those preschool duties which you have performed.

________________________________________________

________________________________________________

Think about the way in which you did the duties listed. Check the boxes which best describe your way of working.

| PERFORMANCE CHARACTERISTICS | RATING | | |
|---|---|---|---|
| | Usually | Sometimes | Seldom |
| Reliable (can be depended upon to do assigned work) | | | |
| Self-starter (will begin work without needing to be reminded) | | | |
| Accept any assignment readily | | | |
| Tend to be sulky | | | |
| Absent from job | | | |
| Late in getting work started | | | |
| Take appropriate care of equipment | | | |
| Able to make decisions and follow plans | | | |
| Able to follow written and oral suggestions and instructions | | | |
| Cheerful with children | | | |
| Avoid contacts with children | | | |
| Can identify ways to better performance | | | |

6-68

S. M. 24

## Developmental Characteristics of Children 3 - 5

Large muscle development continues. Progress is made in control and coordination of large muscles. Development of these new abilities leads the child to enjoyment of active play.

Small muscle coordination is beginning to develop and can be encouraged. Fine coordination cannot be expected.

The child is developing greater ability to detect distinctive features in objects, people and surroundings. The child is able to identify likenesses and differences with increasing accuracy.

The child is also able to learn the names or language associated with objects that are being identified and to use that language to talk about objects.

The child during the 3 - 5 year age period develops a vocabulary which helps them to communicate to others. The ability to develop language is related to accomplishment of other learning tasks.

| Age of Child | Average Number Words in Vocabulary |
|---|---|
| 2 | 272 |
| 3 | 896 |
| 4 | 1540 |
| 5 | 2000 |

## Environmental Conditions to Promote Development

An environment which provides materials that invite the child to use developing capabilities will encourage development.

Guidance of children in new movements and activities shows them how to perform.

Approval of performance and efforts to perform makes tasks satisfying.

An environment which provides experience with a variety of objects, materials, and people accompanied by the use of appropriate language by adults and the rewarding of children efforts to use language which will enhance child's development in this area.

Children during the preschool years from 3 - 5 are developing their ability to do things for themselves.

Children of this age are seeking to become less dependent on parents and others and more independent and self-reliant.

An environment which provides objects and materials children can manage by themselves promotes independent behavior.

If people in the environment allow and expect children to try those tasks they are capable of doing by themselves, independence will

| Developmental Characteristics of Children 3 - 5 (cont.) | Environmental Conditions To Promote Development (cont.) |
|---|---|
| | be promoted. If people show approval of children's attempts to be independent they will be encouraged to continue that type of behavior. |
| | If people offer only that amount of help needed to keep the children acting independently without drawing attention away from the children and their achievement, independent behavior will continue. |
| | If children are allowed to be free in undertaking an activity they and the person in charge can determine what kind and amount of assistance that is needed. |
| Children aged 3 - 5 years are learning that they must inhibit, or avoid certain acts which are undesirable. | Encourage more desirable behavior as a substitute for less desirable. |
| Aggressive behaviors are actions which are intended to cause injury or anxiety to others; hitting, kicking, destroying property, quarreling, etc. | If the child's bodily activity is restrained he/she can no longer practice the undesirable behavior. |
| | If the child care person verbally disapproves the inappropriate behavior, it tends to stop. |
| | If the child is directed toward more desirable behavior, he/she is shown how to behave in a new way. |
| | If the child care person explains the reason for changing, the child maybe better able to understand and accept the change. |
| | If the child's new behavior is approved, personal satisfaction maybe added. |

| Developmental Characteristics of Children 3 - 5 (cont.) | Environmental Conditions to Promote Development (cont.) |
|---|---|
|  | If children are exposed to people who are aggressive with each other, then they tend to model or imitate aggressiveness in their behavior with others.<br>If children are allowed to be aggressive or are praised for aggressive behavior, the behavior may be increased. |
| Children 3 - 5 years of age are learning that they must delay the fulfillment of some of their desires, wishes. | If things (objects, attention, freedom) that a child has a right to are given freely when requested, then the child can more easily understand the meaning of a denial when a request must be delayed or denied.<br>If a child is given those things (objects, attention, freedom) which he/she has a right to grudgingly or only when their has been an arguement the child may have difficulty understanding the meaning of denial or delayed fufillment.<br>A firm, kind refusal which is enforced and maintained will help the child learn to delay fulfillment of wishes and desires.<br>Approval of the child's new behavior will encourage that behavior. |

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**UNIT TITLE:** *JOBS SEWING AND SELLING*

**UNIT FOCUS:** The clothing industry is used as a vehicle to introduce students to the economic system and the role of producers and consumers. An item made from textiles is selected by students and teacher to be produced in the classroom and sold. Students participate in making managerial decisions and perform tasks as production workers in a simulated factory. Job applications, interviews, and time work records are completed by students. Attention is given to satisfactions associated with various jobs. Students have some opportunity to develop sewing skills.

**RATIONALE:** Young people live in interdependent work-oriented society which utilizes the work of some individuals to produce goods and services in quantity to satisfy the needs of other individuals (consumers). Many students will be employed as workers in a mass production system. Familiarity with the work expectations and job satisfactions associated with various occupations in a mass production system can assist students as they consider occupational alternatives. All students, at some time, will be consumers of goods and services which have been mass produced. Familiarity with factors which affect quality and cost can be gained as a result of being involved in production. Knowledge of these factors may help students to make informed consumer decisions.

**INSTRUCTIONAL OBJECTIVES:**
Comprehension of characteristics which differentiate self-production and mass production as methods of producing textile products
Willingness to consider various methods of acquiring textile products
Comprehension of mass production as a system of producing goods
Knowledge of the roles of producers, distributors and consumers in the mass production system
Comprehension of the meaning of the terms supply and demand
Comprehension of factors which influence consumer demand
Comprehension of the effect of demand on selling price
Comprehension of the relationship of production costs to selling price
Comprehension of the relationship of margin of profit to selling price
Willingness to consider factors which contribute to the cost of mass produced goods
Comprehension of the purposes of promotional activities in a mass production system
Comprehension of the effect of promotional activities on the cost of production
Comprehension of the effect of quality of raw materials on performance or quality of goods produced
Comprehension of the effect of worker performance on quality of goods produced
Knowledge of federal regulations regarding labeling of textile products
Willingness to respond to labels as sources of consumer information
Knowledge of the types of jobs available in the fashion industry
Knowledge of personal interests and abilities which might contribute to success on the job as an employee in the fashion industry
Knowledge of factors which contribute to personal job satisfaction
Recognition of employment opportunities in the fashion industry

**EDUCATIONAL BACKGROUND:** It is assumed that students have some background in clothing construction and limited experience in the operation of the sewing machine. If students have had no experience, the suggested time should be extended 1-2 weeks. Level II

**SUGGESTED LENGTH OF TIME:** 6 weeks

## PUPIL-TEACHER INTERACTION

**SUPPOR MATERI**

**Pre-Teaching:** Review Notes to Teacher. S.M.1

Arrange a display of several different methods of acquiring an item of clothing. Different methods which might be illustrated include: fabric, pattern and notions; picture and description of a garment as it appears in a catalog or newspaper advertisement which can be ordered by mail; ready-to-wear items from several local stores. A similar item (a shirt) is to be used in each method. The items are to represent a price range of $2.50 to $10.00 and a range of quality in regard to fabric, findings, and construction. Style may represent one which is typical of the local community.

Prepare "play" money or use monopoly money of $1, $5, and $10 denominations. Change is optional. Each student is to be given "x" amount to be used in a pretend shopping exercise. S.M.2

Duplicate copies of the Purchase Agreement form. S.M.3

Introduction: Today we are going on a pretend shopping trip. In one week there is an event for which you want to have a new shirt. All the money you have to spend is the amount you received as you entered the room. You may spend all or any part of it.

You may choose any one of several methods of getting the garment that is displayed. (Refer to various methods.) When you have made a choice, let me know and we will complete the purchase agreement.

Allow time for students to examine the items. The purchase agreement may be given to students either before or after they have made a choice.

As students examine items, make notes of their comments for use in discussion of factors which influence choice of method.

Carry out sale of items and encourage students to complete the purchase agreement.

Transition: When purchase agreements have been completed, survey the students regarding the methods selected. A show of hands may be used to indicate which students chose each method. Focus discussion on the factors which influenced students' choice of a particular method.

Choosing to acquire an item of clothing by making it oneself from fabric involves consideration of:

- time available
- knowledge and skill of sewing
- availability of required equipment
- availability of pattern, material, etc. which fits needs (size, color, style)
- ability to return materials once they have been used
- risk or chance that constructed garment will appear different than it was pictured by designer
- care finished item requires

i.e., For those of you who chose to get the item by making it from fabric, why did you choose that method?

Accept responses and record reasons for choice of method on overhead or chalkboard.

Did you consider the time required to buy the supplies and the time for making the garment?

Did you think about the chance or risk that the garment might not look the way you wanted it to Did you think about being able to make it fit the way you wanted it to?

**CONCEPTUAL CONTENT**

Choosing to acquire an item of clothing by selecting it from a catalog or newspaper involves consideration of:

- time required to order and ship item
- design which fits needs (size, color, style)
- risk or chance that item will appear differently than it was described
- risk or chance that it will not fit
- risk or chance that construction will not be satisfactory quality
- cost
- ability to return item
- care item requires

Choosing to acquire an item of clothing by purchasing it ready-to-wear involves consideration of:

- time required for shopping
- design which fits needs (size, color, style)
- assurance of the actual appearance of garment
- assurance of the actual fit of garment
- opportunity to examine construction features
- cost
- ability to return item
- care item requires

Time, cost, appearance, fit of garment, quality of construction, care required, and opportunity to return garment are factors which may influence choice of any of the methods of acquiring clothing.

Sewing skills, equipment required, and lack of opportunity to obtain information regarding the fit, appearance and quality of construction before money is spent are factors which influence choice in regard to self-construction or purchase of ready-to-wear items by mail.

Sewing skills, equipment, and opportunity to obtain information regarding fit, appearance, and quality of construction before money is spent are factors which influence choice in regard to purchase of ready-to-wear from a retail store.

An item of clothing which will be satisfying to an individual may be obtained by any of the several methods.

**PUPIL-TEACHER INTERACTION**

Students' comments overheard during the shopping experience may be shared to stimulate consideration of factors which influenced choice of method.

Continue with a similar line of questioning as other methods of acquiring clothing are examined.

Record factors which are considered in making choices.

When identification of various factors involved in each of the methods has been completed and responses recorded, ask:

As you think about several methods of acquiring clothing, what similarities are there among the factors which are considered when making a choice?

What differences are there among the factors which are considered when making a choice?

Transition: Several factors appear to influence choice of a particular method of acquiring clothing. In your opinion, is one of these methods better than another as a way of getting clothing? Why? Under what conditions is it better?

**SUPPORT MATERIAL**

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| A particular method may be more satisfactory than another at a given time because of the skills, knowledge, and other resources the individual has to use in obtaining clothing. | | |
| When someone chooses to make an item for herself/himself, the person knows how much the materials cost and can control or be responsible for the quality of the item. | When a garment is self-produced, what does the maker of the garment know about its construction and the quality of materials used in the garment? | |
| When a garment is self-produced, money is invested before there is information about the finished appearance or quality of construction of the garment. | Does self-production differ from purchasing ready-made in any other way? | |
| When someone chooses to purchase a ready-made item, a person other than the consumer controls the cost and is responsible for the quality of the item. | When a garment is purchased ready-made what does the wearer of the gamrent know about its construction and quality of materials used in the garment? | |
| When a garment is purchased ready-made, there is some opportunity to obtain information about the garment's appearance and quality of construction. | What opportunities does the consumer have to get information about the materials used in the garment and the quality of construction? | |
| | **Pre-Teaching:** Order filmstrip *Jobs, Lots of Them.* Preview filmstrip and modify script to fit students' vocabulary level. | S.M.3 |
| A consumer is a person who chooses and purchases goods and services for her or his use. Items are not for resale to other consumers. | Transition: Write the words "CONSUMER", "PRODUCER", and "DISTRIBUTOR" on the chalkboard.<br>Direct students' attention to the words. Ask:<br>What might these terms have to do with the pretend shopping experience the class just completed? | |
| The consumer makes choices as to how resources such as time, energy, money knowledge, and skills will be used to obtain goods and services needed. | Who were the consumers?<br>What did the consumers do?<br>Accept student responses and assist them in clarifying the meaning of terms. | |
| Producers are people who supply goods and services to consumers. Producers are responsible for providing the raw materials from which a particular good is made. Other producers are responsible for making the raw materials into the finished product. | Continue with a similar line of questioning and examine the meaning of the terms producer and distributor. | |
| Other persons are involved in distributing the goods and services to the consumers. These people are called distributors. | | |
| Producers and distributors are willing to supply goods and services because they earn a profit. | | |
| | Transition: As part of our class work we will become producers and distributors of an item made from fabric. We also hope to learn more about the questions and concerns you may have had as consumers. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Some of you may know what is involved in producing an item of clothing because of sewing experiences you have had. Let's find out what we already understand. If we were to start a clothing factory in this class, what would we need to think about? | |
| | Encourage students to give ideas; record on chalkboard or large paper chart with magic marker. | |
| Making or producing goods requires: | What supplies and equipment would be needed? | |
| getting the materials from which the goods are made | How would the products get to the consumers? | |
| buying the machinery and equipment needed to make goods | How could you get consumers interested in your product? | |
| finding a place in which to put the equipment and supplies | What people would be involved? What would they do? | |
| hiring workers to do the work of making and selling the goods | Is there anything else needed besides workers, machines, raw materials? | |
| interesting consumers in buying the goods | When the list of ideas is as complete as students can develop, ask: What ideas appear to be similar? | |
| storing the supplies until needed | Record major types of activities under the title of "PRODUCING GOODS". | |
| storing the finished goods until sold | | |
| Two groups of people are involved in the production of goods. Each group performs a different and necessary function. | Transition: The people involved in the production of clothing can be divided into two groups because of the kind of work they do. Write the words "OWNERS" and "LABORERS" on the chalkboard. What do owners do? List student responses. Add others. What do laborers do? List student responses and add others. | |
| The owners provide the money needed to pay for buildings and equipment<br>for raw materials and<br>for laborers' wages. | Briefly explain to students the project that the class will undertake and the kinds of experiences they will have as owners and laborers. | |
| Owners also receive profits from sales or take a loss if the product does not sell. | | |
| Labor provides the mental and physical work necessary to produce and distribute the product. | | |
| All people in labor receive wages or salaries for their work. They do not invest money or receive profits. | | |
| If they invest or "own part" of the company, they become part owners or share holders. Share holders may receive a part of the profits of the company. | | |
| | **Pre-Teaching:** Prepare Owner Knows and Decides form. | S.M.4 |
| | Make a transparency of Lemonade and Popcorn. | S.M.5 |
| | Transition: When a person or a group of individuals go into business (production), what might be some of the decisions that are made? | |

## CONCEPTUAL CONTENT

The owners are responsible for making decisions regarding the item to be produced, the number of items to be manufactured, consumer market for which the product is intended and the size of the factory (machines and laborers).

A business is operated to supply goods and/or services to consumers and earn a profit for the owner.

The operators of the business are willing to exchange their product or service for something of value which the consumer has (money).

A successful business is one which is able to supply goods or service, pay for the production of the goods or service, and have some money left over (profit).

If the business is to operate at a profit, consumers must be willing to buy the product at a price which will allow for a profit.

A business will close when it is unable to make a profit.

## PUPIL-TEACHER INTERACTION

Accept the students' responses and help them to understand that the owner provides money to pay for the costs of production and makes decisions regarding how the money will be used.

Divide the class into small groups. Explain that each group will represent a group of owners that are planning to produce an item of clothing or a textile product. Give each group the owner form.

Explain the arrangements which have been made within the school for the use of the building, etc. As information is given, students may fill in spaces on the form.

Explain the second part of the form and allow students 15-20 minutes to work on the tasks.

Prepare transparency Lemonade and Popcorn for viewing.

Briefly share students' responses to the questions on the owner form. Ideas may be recorded on chalkboard for later reference.

Transition: Direct attention to the transparency.

Look carefully at the pictures. What do you see? What are the two people trying to do? What reasons might the people have for carrying out this activity?

What do you think might be happening?

Is there anything else?

What is a successful business?

What occurs to make a business successful?

What happens to cause a business to close up or go out of business?

Refer to transparency:

What consumers might be willing to buy each of these items?

If lemonade were available from several producers in the following quantities and at the following prices, how much would you be willing to buy?

| Quantity Available | Price per unit | Number Purchased |
|---|---|---|
| 5 cups | .01 | |
| 10 cups | .03 | |
| 10 cups | .05 | |
| 10 cups | .40 | |

Take orders from students and indicate number sold in the appropriate column on chalkboard.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | Complete the same activity with popcorn.<br>Find the total number of cups of lemonade and bags of popcorn students are willing to buy at the various prices. |  |
| Consumer demand is the amount of willingness of all consumers to purchase the product or service at all the prices at which it is sold at a particular time. | Explain the meaning of the term demand.<br>What differences do you note in the demand for lemonade and the demand for popcorn?<br>What might influence or affect our willingness to buy a particular product? |  |
| Consumers are willing to buy more of a particular good if it is important to them. |  |  |
| If a particular good is necessary to everyday living, consumers will want it every day. | What ideas does this suggest that help us in selecting a product to produce in the class factory? |  |
| If a particular good is not necessary to everyday living, consumers' willingness to buy it may change readily. |  |  |
| If the producer is to remain in business, the price charged for the product must equal the cost of producing the item and allow for a profit. | If you owned the lemonade stand, would you sell a glass for .01? Why?<br>What factors help to determine the price the producer asks for the goods? |  |
| Costs of production include:<br>raw materials<br>machinery and equipment<br>labor to make product<br>cost of buying or renting a place to make the product<br>advertising costs | In the popcorn business, what costs does the price cover? |  |
|  | Refer to the demand chart. |  |
| The price of the product affects the willingness of the consumer to purchase the item. | What can we say about the effect of price on consumer demand or willingness to buy? |  |
| As the price decreases, consumer demand usually increases. | What ideas might this suggest as we choose a product for the class factory? |  |
| As the price increases, consumer demand usually decreases. |  |  |
| Products or services are identified by certain qualities. | Transition: Look again at the picture of the lemonade seller. |  |
| Different products of the same general type share some common qualities and differ in respect to others. | How might the product affect the consumers' demand for it? |  |
| Consumers have ideas about what a product should be. Consumers have performance expectations for products and services. | What do you expect the lemonade to be like?<br>What should it taste like?<br>What do you expect it to do for you? |  |
| Consumers may be unwilling to purchase a product or service which does not meet their expectations for performance. | What qualities would lemonade have if you were to purchase a second or third cup of it? |  |
|  | Does each of you want the same qualities? |  |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | What does this seem to suggest about the relationship of product performance to quality and consumer demand? | |
| | What might this suggest about the product selected for production in the factory? | |
| | **Pre-Teaching:** Prepare Owner Study Form. Review Field Trip Sites. | S.M.6<br>S.M.7 |
| | Arrange for a study trip to a retail store which sells items similar to those selected by the class as possible projects or bring similar items to the classroom. Information about price and quality characteristic of the item are to be collected. | |
| | Refer to students' list of ideas for the item to be produced and factors which influence choice of product. (Taken from Owner Study Form.) | |
| | Select one item and explore the potential of the product for successful production and sale by the class. | |
| | What consumer might be willing to purchase the item? (Age, income.) | |
| | What is the current consumer demand for the item? Does the consumer want more than one of the item? | |
| | Is the demand influenced by cost, climate, time of year? Does the consumer think the item is important and necessary? | |
| | What characteristics would the consumers want in the product? | |
| | What performance does the consumer expect from the product? | |
| | What characteristics might have the effect of causing the consumers to disregard the product? | |
| | Does the class have the potential for producing an item which will meet the consumers' expectations? | |
| | What further information do we need before deciding which item will be produced? | |
| | Following the consideration of one project idea with the total class, direct each owner group in the study of another item which they think has potential for class production. | |
| | Give each owner group the Owner Study form and familiarize them with the several tasks. | |
| | Guide students in the collection of accurate information. The study trip or in-classroom examination of items and raw materials may be used as a means of collecting the needed information. | |
| | Have each owner group report its findings. Compare projects in terms of probable consumer demand, cost of raw materials, and sewing skills required. | |
| | Reach a consensus regarding two or three possible projects. Identify reasons for choice and relate to consumer demand and successful business operation. A committee of students and teacher or the total class and teacher may make a final decision regarding the project which will be produced. It may be useful to make a sample of the item before the final decision. | |

## CONCEPTUAL CONTENT

The people and work that are required to produce items of clothing in quantity include:

*People and work that supply the raw materials (fibers and fabric).*

People with special skills are included in this group of workers.

Manual labor - work with the hand and with machines.

Professional labor - work with ideas, plans, designs.

Managerial labor - supervises work of others, responsible for carrying out the plans and ideas. Works closely with manual labor and professional labor.

*People and work that design and decide what will be produced.*

People with special skills are included in this group.

Professional labor

Managerial labor

*People and work that make the product.*

The special skills of people in this group include:

## PUPIL-TEACHER INTERACTION

**Pre-Teaching:** Prepare filmstrip *Jobs, Lots of Them* for viewing.
Prepare copies of Job Application.
Prepare chart of Teams of Workers.

Transition: The first steps in getting ready to operate the class factory have been completed by selection of an item to produce.

Our next step is to learn about the workers and the jobs that will be part of the factory. Factories that produce clothing or items made from fabric employ a number of different workers who do different types of work.

Each of you will have the chance to work in one job which has to do with the production of the class project. That job will involve some work with your hands and with machines.

Each of you will also have the chance to work in one job which has to do with working with ideas and people.

The filmstrip we will watch tells and shows the different kinds of work and the special skills of the workers.

Watch carefully so that you will have some ideas about the work you might like to do.

When we have talked about the work and workers, each of you will apply for a job.

Show the filmstrip. If more structure is needed to help students gain ideas from the filmstrip, the teams of workers might be written on the chalkboard for reference.

Following the filmstrip, ask the students to recall different areas of work and some of the specific tasks workers did in those jobs.

Refer to chart Teams of Workers in Clothing Industry and fill in with information given by the students. (Use chalkboard, overhead, or large paper chart.)

Identify those teams of workers which will be part of the class factory.

Identify and explain the meaning of manual, professional, and managerial labor. Cite examples of specific workers from each team to illustrate ideas.

Students may give examples from other areas of employment. Some individuals may do several kinds of work. (eg., farmers, homemakers)

## SUPPORT MATERIAL

S.M.30

S.M.9
S.M.8

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| Manual labor<br>Managerial labor<br>*People and work who promote and distribute the product.*<br>Professional labor<br>Managerial labor<br>*People and work related to selling the item to the consumer.*<br>Manual labor<br>Professional labor<br>Managerial labor | | |
| The work of the Design Team includes:<br>designing or selecting a pattern for the project<br>selecting fabrics<br>selecting notions<br>producing a sample of the item in the fabrics that will be used<br>determining the cost of producing the item (raw materials)<br>providing an estimate of the amount of hours of work required to make one garment<br>providing a garment label<br>ordering and securing supplies for production | **Pre-Teaching:** Prepare transparency of major responsibilities of the Design Team, Sales and Promotion Team. (See S.M.10, 11, 12 for list of possible responsibilities; modify to meet particular needs.)<br>Transition: Display visual and explain to students that they will have an opportunity to work on one of the teams. Explain major responsibilities.<br>As different work and workers are described, encourage students to identify skills which would make for a successful worker.<br>Point out differences between the work in the class factory and the actual work done in a true factory. | S.M.10<br>S.M.11<br>S.M.12 |
| The work of the Promotion and Sales Team includes:<br>deciding how sales will be handled<br>when (after or before production)<br>where (in school, community, etc.)<br>time and location of sale<br>selling and delivering items<br>keeping records of sales, money taken in and so forth<br>developing advertisements and other promotional ideas<br>producing advertisements and carrying our promotional ideas | Direct students in completion of job applications.<br>Select students for various teams and select a financial manager for each team. The teacher may assume the responsibilities associated with financial management or share those responsibilities with the students. | |
| | **Pre-Teaching:** Prepare copies of work materials for Design Team, Promotion Team, and Sales Team.<br>A decision regarding the textile item to be produced should be made at this time or earlier.<br>Several days will be required for students to complete work assigned to each team. The sections of the mini unit which follow are related to some of the tasks which the teams are to complete. Teaching of these sections may be interspersed with the group activities of the teams.<br>The teacher may work with student teams in developing understandings related to the section and the student teams may acquaint the remainder of the class with the ideas or the teacher may work with the entire class on each section. | S.M.10<br>S.M.11<br>S.M.12<br>S.M.13<br>S.M.14<br>S.M.15 |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
|  | Transition: Announce team members and financial manager. Distribute copies of work materials to teams. Arrange for teams to work as groups while they become familiar with work materials and each other.<br>Meet with each team group. Answer questions and clarify work activities. |  |
| The financial manager of each team has the following work responsibilities:<br>approve all requests of team members for the expenditure of money<br>keep an accurate record of actual expenditures of the team<br>keep an accurate record of money received from sales (Sales Team only)<br>order and secure supplies needed for team activities on approval of general manager (teacher) | Explain duties of financial manager to the teams. |  |
|  | Pre-Teaching: Assemble examples of advertisements which utilize different media (print, sound, picture, diagrams). Students on the Advertising Team may locate examples of advertising approaches related to clothing and textile products. Prepare copies of What's in an Advertisement. | S.M.16 |
| Advertising is an action or activity of the producer which calls attention to the availability of the goods and services being produced. | Transition: Direct the attention of the Advertising Team or the total class to the examination of several ads, using What's in an Advertisement. |  |
| Advertisements use various devices and materials to get and hold the consumers' attention while the particular message is being presented. | When the study of several ads has been completed, guide the students through discussion in the identification of the types of information found in ads and the purposes which it might serve. |  |
| color - bright, eye-catching<br>size - large, small, or unusual<br>sound - unusual or melodic<br>movement - rhythmic, fast<br>visual - unusual, unexpected, beautiful | As you looked at and studied the ads, what did you notice?<br>What techniques were used to get your attention? |  |
| Advertising is designed to make consumers aware of the good or service. It is often intended to create a desire for the good or service in the mind of the consumer. | What ideas did the advertisement try to present about the product? |  |
| Advertising also attempts to convince the consumer that one product is the most desirable of the similar products available. |  |  |
| Information which is persuasive and want-creating appeals to the emotions and may be vague and often gives limited information. Information of this type for a particular product includes: | How could the consumer of the product use that information?<br>What might be done to determine whether statements are true? |  |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| slogans - "You can look younger."<br>- "You deserve a treat today."<br>testimonials - "I wear . . . and feel younger.<br>musical and pictorial settings which convey a mood or image of the kind of person or lifestyle associated with the good or service<br>brand name<br>special promotions<br>Information which is objective tells about the product or service in a descriptive manner. Information of this type for a particular product or service could include: | | |
| color<br>weight<br>grade<br>composition of materials<br>ingredients<br>price<br>use and care instructions | Encourage students through questioning and examples to differentiate between want-creating appeals and objective or descriptive information. | |
| | If only the members of the Advertising Team have been involved in the study of ads and the related concepts, they may report their ideas and plans for promotion of the product to the entire class.<br>As the team presents reports, the teacher may supplement with information and raise questions regarding the purpose of various parts of the ads. | |
| The development of advertising or promotion activities costs money in terms of wages for all the people who create and produce the ads and for the materials and machines involved in the production. | The team can give estimated costs for their planned advertising.<br>The relationship of promotion activities and total price and quality of the goods may be pointed out. | |
| The cost incurred in promotion of the product or service is part of the cost of production. | A record of actual cost of materials is to be kept and used in determining production costs at the conclusion of the production. | |
| The cost of promotion activities is passed on to the consumer in the price charged for the goods or services.<br>The larger the promotion activities and the more costly their form, the greater the amount which will be added to the cost of the item. | | |
| | **Pre-Teaching:** Work with the Design Team in the identification and listing of performance characteristics which consumers might expect of the product.<br>Assist the Design Team in the preparation of visuals to show cost of producing the item using differing quality materials. | |
| | Order the filmstrip *Jobs in Manufacturing*. | S.M.30 |
| | Assemble samples of the item to be made or pictures of similar items.<br>Transition: Display items or pictures in view of students. When the item was selected for factory production, we thought the factory would be able to produce the quality that consumers would be willing to buy. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| Performance characteristics which consumers expect in products are related to the following: | The Design Team has a list of characteristics which describe the performance they think consumers might expect from the item. | |
| Appearance - The item resembles the appearance usually associated with items of that type. The item looks like the designer intended it to look. | Members of the Design Team can show and explain characteristics.<br>When the report of the team is complete, ask: | |
| Size - The item is that which it is labeled. | Keeping these general performance characteristics in mind, how could the fabric used in the product affect the performance of the product? | |
| Life expectancy - The item is durable. It will be useful for a period of time usually associated with products of that type. | What performance characteristics do consumers want in the fabric when it is made into this particular item? | |
| The raw materials which are combined in the product determine some of the performance characteristics of the item. | Direct the students in the Design Team to show samples of the fabrics and other notions selected for the item. | |
| The fiber properties such as strength, durability, wrinkle resistance, effect of heat and moisture, determine, in part, the performance which can be expected of a fabric or item made from that fabric. | Design Team members can identify instances in which fabric properties match or meet the expected performance characteristics.<br>Ask:<br>What is the consumer reaction likely to be if the product does not perform as they expect? | |
| Finishes applied to the fabric determine, in part, the performance which can be expected of the item made from that fabric. | What is your reaction when a product fails to be what you expected it to be? | |
| | Transition: The producers are concerned that the materials used in the product will allow them to make a profit from the item.<br>The Design Team will tell us what they have found about the cost of producing the item from the several types of materials we have just examined.<br>During their report, question students to highlight relationship of cost of raw materials to quality and performance characteristics. | |
| The cost of raw materials has a direct relationship to the cost of the finished product. | What can be said about the relationship of cost of raw materials to the cost of producing the item? | |
| Raw materials with similar quality may be purchased at varying prices. | What do the samples of materials and charts on costs of those materials tell us about the relationship of quality of materials and cost? | |
| | **Pre-Teaching:** Assemble copies of resource circulars identified in S.M.30. | S.M.30 |
| Rulings of several federal agencies require that producers of wearing apparel label the products in certain ways as a means of informing the consumer about the product. | Identify several students on the Design Team who are willing to investigate labeling of textile items.<br>Assist them in identification of the various rulings and implications for labeling the class product. | |
| In 1971 the Federal Trade Commission ruled that all textile wearing apparel carry a permanently attached *care label* if the item costs $3 or more. | Information may be organized in the form of a chart. | |

## CONCEPTUAL CONTENT

The care label is to provide clear and complete directions for care and maintenance.

Care instructions are to apply to all parts of the product.

Labels are to be easily located on the garment.

Labels are to remain legible and attached throughout washing and dry cleaning.

Care labels must be supplied with fabric sold to consumers for the purpose of making apparel, unless the fabrics are remnants.

Remnants of two yards in length or less left from bolts in a retail store are excluded from the ruling.

In 1960 the FTC ruled that textile fiber products be labeled by the generic name of the textile fiber. Labeling is to be clear and easy to read.

The fiber content of the product is to be listed in predominance of weight of all fibers which make up 5% or more of the total weight of the item.

The Wool Products Labeling Act of 1939 requires that all wool products be labeled as to the kind of wool used: virgin, reprocessed, or reused.

The name or registered number of the manufacturer must be listed.

For yard goods only, the bolt need be labeled. It is the consumer's responsibility to copy information if it is desired.

## PUPIL-TEACHER INTERACTION

| Name of ruling | Date effective | Requirements |
|---|---|---|

Students may design the label for the items to be produced and show it to the class along with the information about the several rulings.

**Pre-Teaching:** Work with the Sales Team to plan for sale of items.

Familiarize students with the materials to be used in selling.

Guide them in developing a plan for sale and delivery of merchandise.

Assist them in the preparation of a report of plans to the class and a transparency which shows estimated costs for carrying out sale and delivery of items.

Transition: The sales team is an important part of helping the product earn a profit. The sales team will tell us about the plans for sale of the selected product.

**Pre-Teaching:** Assemble information regarding costs of production.

Teacher: estimated cost of building, machines, heat, light, etc. estimated time to make one item and cost at $2 per hour

## SUPPORT MATERIAL

S.M.17

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Design Team: estimated cost of raw materials to produce one item | |
| | Promotion Team: estimated cost of promotion activities for one item | |
| | Sales Team: estimated cost to carry out sale and delivery of one item | |
| | With the assistance of the financial managers, prepare transparency or large paper chart to illustrate costs of production. | |
| | Fill in spaces with costs reported by each financial manager for one item. Total to determine cost for one item. | |
| | The financial managers can determine the costs of producing 20 items, 50 items. Give assistance as needed. | |
| | The financial managers and the teacher can explain the chart to the other class members. | |
| | Questions for class consideration while viewing the chart: | |
| Costs associated with starting the factory (building, machines, insurance, heat) remain the same whether the factory produces one item or operates at full capacity. | From the chart, which costs seem to remain almost the same as the number of items produced increases? | |
| When the type of promotion and selling activities remain the same, costs of promoting and selling are not likely to increase as the volume of production increases. | What costs appear to increase as the volume of production increases? | |
| Labor costs increase to some extent as the volume of production increases. | What does the information about cost of labor seem to tell us? | |
| The cost of producing a product is related to the number of hours of labor involved in producing the item. | What might make labor costs higher? How could labor costs be reduced? | |
| The rate of pay of the workers affects the cost of producing the products | | |
| The more worker hours involved in the production of the item, the higher the cost. | | |
| The more highly paid the workers, the higher the cost of production. | | |
| The more efficient the laborers, the less time required to make a given number of items. | | |
| | **Pre-Teaching:** Prepare Profit Volume Charts. See S.M.18 for illustration. | S.M.18 |
| | When the cost of production has been estimated for several volumes of production, the owner must decide on the selling price and the amount of profit to be made. | |
| Profit is the difference in dollars between the selling price and the cost of production when the selling price is more than the cost of production. | Using figures similar to those from the class project, illustrate and explain the meaning of profit and loss. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| Loss is the difference in dollars between the selling price and the cost of production when the selling price is more than the cost of production. | Production cost per item — Selling price<br>$2.50 — $3.75 — $1.25 — Profit<br>$2.50 — $2.00 — .50 — Loss | |
| | Show transparency which illustrates profit setting and effect of volume of production on total profit.<br>Familiarize students with meaning of headings on each column.<br>Ask students to identify information in several columns to determine their understanding of the chart. | |
| The owner may set the selling price to make the greatest profit according to the consumer demand. | i.e., How much does it cost to produce 20 items?<br>What does 100% profit mean? 50%? 25%?<br>What is the selling price of one item at 100% profit when 20 are made?<br>What is the profit per item when 20 are made and the company decides to make a 100% profit? | |
| Sell a large volume at lower price and lower profit on each.<br>Sell a smaller volume at a higher price and a higher profit on each. | If the owners are interested in making a large total profit, what would they do? Why? | |
| | Direct students in the completion of the decisions regarding profit and selling price.<br>Share decisions and reasons orally.<br>Have students consider the following questions: | |
| The consumer pays the cost of production as a part of the selling price. | Who pays for the profit a producer makes?<br>What amount of profit does the producer have a right to expect? | |
| The consumer pays for the profit as a part of the selling price. | Is the consumer getting something of value for the money spent? | |
| The consumer has a right to get a fair value for the money expended. | How does the amount of profit affect the selling price? How does the amount of profit affect the quality of the item? | |
| The producer has a right to make a living from the results of his work. | Establish a selling price for the item and ask students to explain why they have set this selling price. | |
| | **Pre-Teaching:** Preview filmstrip *Careers in Manufacturing.* | S.M.30 |
| Mass production means the making of a large number of items which are exactly the same. | Transition: The clothing industry has developed a variety of ways of cutting costs, increasing volume of production, and maintaining a standard of quality. | |
| A large number of persons are employed in mass production. Each worker is responsible for a single part of the production. | As you watch the filmstrip *Careers in Manufacturing,* write down ways of working that would reduce hours needed to make the item and still maintain quality of the product. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| During the day, a worker will perform the same task over and over again. | List three jobs you would like to do in the factory. | |
| As a worker repeats the one process, speed usually increases.<br>As a worker repeats the processes, skill usually increases. Fewer mistakes are made. | Following viewing of the filmstrip, contrast mass production techniques with those carried out in self-production. What are the differences; what are the similarities? Record responses. | |
| Mass production reduces cost per item because the cost of operation (machines, lights, building, etc.) remain the same whether 1 or 1,000 items are made. | How might the differences affect the quality of the items produced? | |
| | How might the difference affect the cost? | |
| | **Pre-Teaching:** Collect several clocks and watches or pictures of these items in different sizes, shapes, etc. It would be helpful to expose the internal workings of at least one clock or watch in view of the students. Review S.M.26. | S.M.26 |
| | Transition: Before we get ready for our own factory and its mass production, let's see how much we understand about what it takes to make mass production work. | |
| | Perhaps in English class you have talked about analogies. An analogy is when you compare one thing or item to another thing or item. | |
| | Let's do a few examples to stretch our thinking.<br>How is a person's body like a car?<br>Students respond with something like:<br>They both need to have fuel to keep going.<br>They both have parts that can break down.<br>Bodies are different sizes and shapes and so are cars. | |
| | Let the students get the feel of comparing before moving on. Join in the activity yourself to help students understand the idea of analogy. | |
| | Let's try comparing personality to weather. How is personality like the weather?<br>Students respond with something like:<br>Personality is changeable and so is the weather.<br>You can observe people and tell something about their personalities. You can observe the weather and tell something about what to expect.<br>Personalities can be warm, cold, sunny, or gray and so can the weather. | |
| | Analogies also can involve us physically and emotionally. Try this analogy: | |
| | Imagine that you are an electric dishwasher. How does it feel to be a dishwasher? What is it mentally and physically like to be this appliance?<br>Students respond with statements like:<br>It's hot in here!<br>I feel clean inside. | |

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Continue until students are participating freely. | |
| | Let's make an analogy between mass production and clocks. Look at the clocks up in front of the room. Do they give you any ideas? | |
| | Students respond with statements like:<br>They both have a definite order to follow.<br>They have several hands to do the jobs.<br>They come in different sizes. | |
| | Now imagine that you are a clock. Put yourself into the physical and mental aspects of the clock. What does it feel like to be a clock? Live the part of a clock. *Be* a clock. | |
| | Students respond with statements like:<br>I need someone to wind me. I'm slowing down.<br>I want a rest, since I'm tired of ticking. | |
| | Let's go back and think of all the ways in which a clock is like mass production. List responses on chalkboard. | |
| | How is mass production different from a clock? List responses on chalkboard. | |
| | Take out a piece of paper and summarize what you have learned about the characteristics of mass production. Take a few minutes to do it now. May I have volunteers read what they wrote? | |
| | **Pre-Teaching:** Decide on the type of mass production scheme which will be used in the factory. | S.M.21 |
| | Develop production schedule appropriate to item selected for production, class size, and volume of production required to fill orders. | S.M.19 |
| | Identify and describe the jobs that will be required. in the mass production of the particular product. | S.M.20 |
| | Establish a floor plan for the work area and identify work stations. | |
| | Prepare copies of A Job in Production of a Product. | S.M.22 |
| | Prepare copies of Employee Time Card. | S.M.23 |
| | Review progress of Sales Team. Team may report to class. | |
| | Transition: Review and explain the production schedule. | |
| | Introduce job descriptions of workers. Relate to the production schedule and floor arrangement. | |
| | Have students complete job applications. | |
| | Hold interviews with students and choose workers for various jobs. | |
| | Announce job assignments. Explain the use of the time card. | |
| | **Pre-Teaching:** Secure list of performance characteristics from the Design Team. | |
| The construction of the item determines some of the performance characteristics of the product in regard to appearance, size, and life expectancy. | Transition: Direct students' attention to the list. We are about to begin cutting and sewing the item we selected. How might our work in the production of the item be related to the performance characteristics listed by the Design Team? | |

## CONCEPTUAL CONTENT

Performance characteristics which consumers expect in products made from textiles include the following:

The item conforms in size to a standard set for the item.

The item is cut with the grain of the fabric and hangs as the designer intended.

Thread used to construct the product is of matching or contrasting color as the design indicates.

Thread is matched in weight and type to the fabric.

Machine stitching is even, alike on both sides, firm, and of appropriate length to hold securely.

Seams are even in width, flat, smooth in appearance with edges finished.

Item is free from wrinkles, tucks, and bumps in the fabric.

The item is clean, pressed, and free from threads.

In mass production each worker is responsible for the quality of the work he or she does.

Workers with special training are employed to inspect items to determine whether they meet quality standards for the product.

Mistakes which are detected by the quality control workers or inspectors are sometimes correctable and go back into the assembly line.

Mistakes which cannot be corrected are marked as *seconds* and sold "as is" at reduced price.

Seconds are products which do not meet the standard set by the company, but are of a quality that a consumer might be willing to purchase at a reduced price.

## PUPIL-TEACHER INTERACTION

As specific construction features are identified, the samples used previously may be used to illustrate appearance of these features.

When all relevant construction features have been identified and illustrated, continue by asking:

What are consumers likely to do when the construction of an item fails to meet their expectations?

In the class factory or a real factory who is responsible for the quality of construction?

If mistakes occur during construction, what will we do with these items?

Explore alternatives and help students to understand consequences in terms of labor cost, profit, and consumer satisfaction.

**Pre-Teaching:** With the assistance of the pre-construction supervisor and workers, assemble supplies and equipment required for beginning construction.

Demonstrate and explain pre-construction work to the particular workers who will perform those tasks and to the entire class.

As the demonstration is presented, identify the procedures and techniques which will influence final quality of the item.

## SUPPORT MATERIAL

| CONCEPTUAL CONTENT | PUPIL-TEACHER INTERACTION | SUPPORT MATERIAL |
|---|---|---|
| | Point out relationship of worker performance in each phase of the job to quality of product.<br>i.e., Accuracy in cutting will affect all aspects of assembling the item. | |
| | Pre-construction workers may begin their work. | |
| | As the pre-construction workers are at work, train the machine operators. Demonstrate shortcuts. Allow time for machine operators to practice their skills. | |
| | Work with pressers to familiarize them with the work they will perform. | |
| | Familarize students who have jobs as inspectors with their work. Inspectors may decide if an error is correctable or they may consult with the teacher or committee of students before making a decision. | |
| | Continue production until pre-sale orders are filled. | |
| | **Pre-Teaching:** Prepare copies of How Much Did I Earn form. | S.M.24 |
| | Assemble materials to display summary of expenses, earnings, profit, loss. | |
| | Transition: Direct students to join the team they worked with before the production began. | |
| | Each group, with the help of the financial manager and teacher, will prepare a final financial report of actual expenditures. | |
| | The Sales Team will report both expenditures and income from sales. | |
| | The reports from each team will be turned over to the teacher and the financial managers. | |
| | Direct students in the completion of the How Much Did I Earn form. | |
| | Compile total labor costs from the forms. | |
| | Complete Financial Report chart. Share with students. | |
| | Discuss questions on How Much Did I Earn form. Relate earnings to job satisfaction. | |
| | **Pre-Teaching:** If a study trip to a clothing or textiles manufacturing plant has not been taken previously in the unit, make arrangements for such a trip. | |
| | Profits from the sale of items produced in the factory may be used to cover some of the expenses of the trip. | |
| | Prepare study guides for the trip. | S.M.27 |
| | Prepare Needs and Satisfactions form and Job Experience Sheet. | S.M.28<br>S.M.29 |
| Job satisfaction is the condition resulting from finding pleasure, reward, and satisfaction due to the conditions which exist in the work situation or environment. | Transition: When the production and sale of the product is completed, direct students in the completion of Needs and Satisfactions form. | |
| Factors which influence job satisfaction may be: | Share some of the statements selected by students. Have each student select several statements which would contribute to her/his satisfaction with a job. | |

## CONCEPTUAL CONTENT

Factors which influence job satisfaction may be:

- money earned
- material received
- social contacts with other employees, employer, clients, or customers or absence of need to have contact with these
- psychological rewards - sense of achievement, power, independence, self-direction
- physical rewards - activity level and type, comfort in the climate or surroundings

Job satisfactions are dependent upon the individual's value system.

## PUPIL-TEACHER INTERACTION

Record these on the chalkboard. Identify similarities and differences among ideas selected. Ask students to explain why the ideas are most important to them.

Direct students in the completion of the Job Experience sheet.

Compare students' sense of satisfaction with factory jobs to factors which they identified as important to find in a job.

Familiarize students with study trip arrangements and purpose. Give each student a copy of the study guide and clarify their responsibilities.

Carry out study trip.

When students return from the study trip, discuss with them the responses to questions on the study guide.

## SUPPORT MATERIAL

S. M. 1

## NOTES TO THE TEACHER:

The student learnings to be developed through this unit are related to the establishment and operation of a simulated factory. An item made from textiles is to be produced in quantity by the students and sold in the school or community.

The simulated factory is not designed to compete with any local industry or retail sales establishment. The quantity is to be limited, the number of customers controlled. The simulated factory is not designed to operate at a large profit. The operation should recover the costs of materials. If a profit results, it is to be used to cover the costs of an educational trip or for other educational purposes.

Through experiences in this unit of study each student in the class is to have an opportunity to work in several jobs including planning for the establishment of the factory, production of the item and sale of the item.

The teacher is to retain the position of overall manager and primary owner. In this position the teacher may share decision making responsibilities with students to the extent that their capabilities permit. As written, the unit provides opportunities for cooperative decision making in regard to the selection of the product to be made, identification of potential consumers, selection of materials to be used, price and profit setting, development of performance standards for the item. If the teacher assumes more responsibility in the decision making, selected sections of the mini unit may be modified accordingly.

Following a brief introduction to the kinds of jobs which are part of the factory, one of the following methods or combination of methods may be used to select students for specific jobs.

1. Students may complete simple job application forms such as those included in S. M. and the teacher may select on the basis of information provided on the form.
2. Students may complete application forms and the teacher may interview each student and select on the basis of information gained from both sources.

### Selection of a Project for Production

1. Consider the students' capabilities and the complexity of the construction tasks before selecting an item.

2. Consider the students' capabilities and complexity of the construction tasks in deciding on the total number of items to be produced.

3. The addition of one variation in the production of an item increases the complexity of the task. e.g. The same item made with contrasting trim and self trim.

4. It appears wise to plan to produce 5 - 10 items more than the number required to fill the pre-sale order. This practice will cover items that were "goofs" during production. The "goofs" could then be sold as seconds at cost. Factory production does not utilize ripping and reconstruction to any great extent.

## Selection of a Project for Production (cont.)

5. Students may purchase items at cost of production or at a lower level of profit.

## Pre-Sale

Placing orders ahead of time is a "pre-sale". A pre-sale enables the producer to estimate more accurately how much to produce.

Approval of selling plan should be sought from the school administration before the unit is begun. Make arrangements for pre-sale activity within the school day in a specified location or distribute one booklet to each student on the sales and advertising team and allow them to sell for a designated number of days. Duplicate and make sales receipt booklets (10 receipts in a bookelt may be a workable size). Prior to pre-sale provide training sessions regarding the taking of orders and use of the receipt booklet.

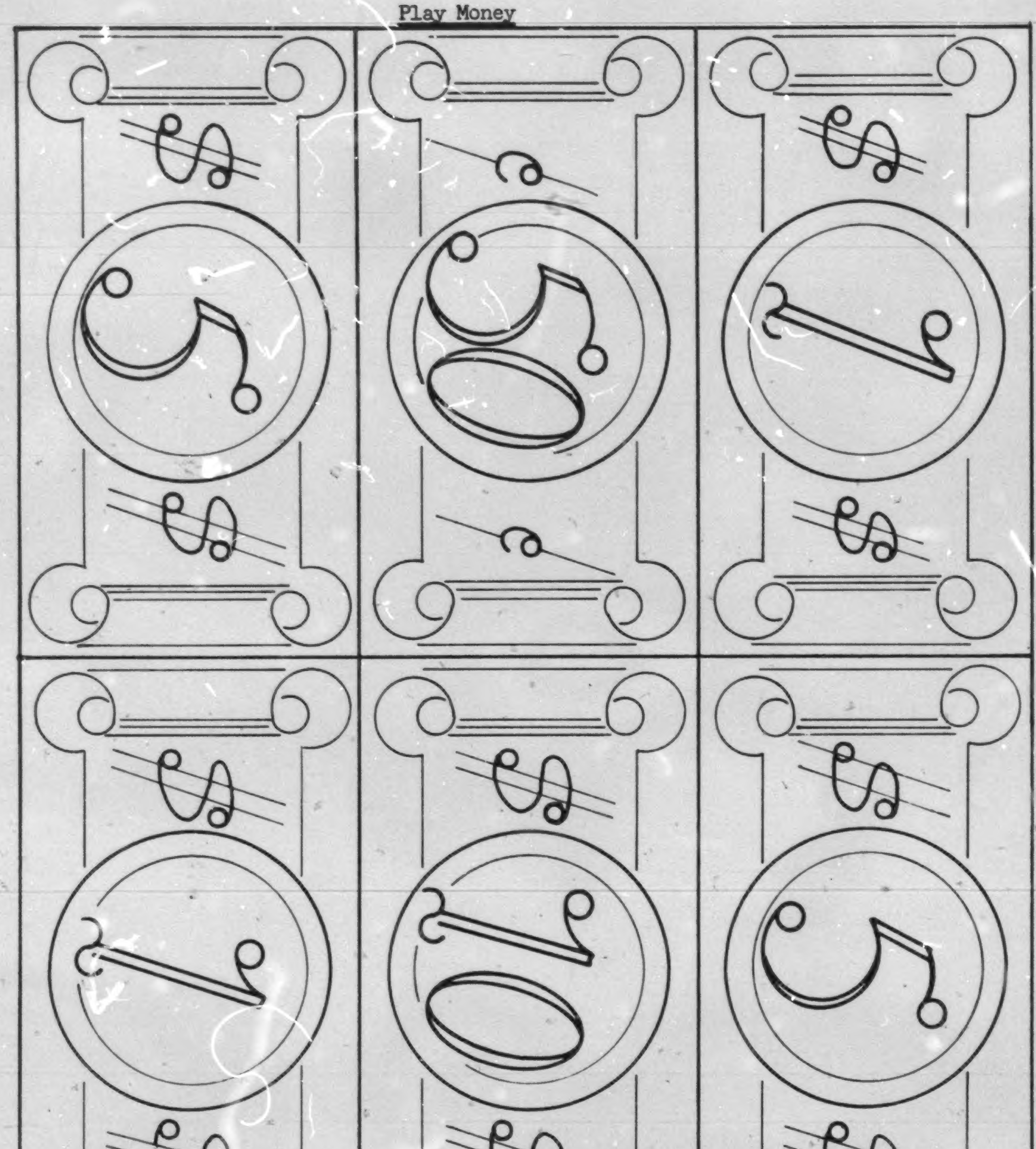
a) Each receipt should be pre-numbered with matching numbers on the seller and buyer portion of the receipt. (This will make for efficient distribution of the product when the buyer comes to collect the pre-ordered item.)

b) The seller needs to sign both portions of the receipt and record accurately the amount paid as a down payment. 1/3 - 1/2 of the total cost of the item is suggested as a reasonable down payment at the time of the pre-sale. The pre-sale down payment money can be used to pay the cost of raw materials.

The buyer must present the receipt at the time that the merchandise is picked up. When merchandise is picked up, the buyer is to sign the seller portion of the receipt indicating that goods have been recieved.

S. M. 2

## Play Money



S. M. 3

## Purchase Agreement

I, ______________________________ , have agreed to pay
(name)

__________________ for the item from ____________________________
(amount) (describe source)

I chose this item over the other items because:

1. ____________________________________________________

2. ____________________________________________________

3. ____________________________________________________

4. ____________________________________________________

5. ____________________________________________________

6. ____________________________________________________

7. ____________________________________________________

S. M. 4

## The Owner Knows and Decides

The factory will operate for ___________ weeks.

The charge for use of the building, machines, insurance, heat and other costs is _____________.

The factory will employ _________ number of people as a work force.

The owner has __________ dollars to pay for labor, raw materials and other costs.

OWNER DECIDES:

What item will be produced. What people the item will try to attract as consumers.

List several items made of fabric which your group thinks might be possible products to produce in the factory.

Which consumers might be willing to purchase this item?

List those factors which would influence the consumers to buy the item.

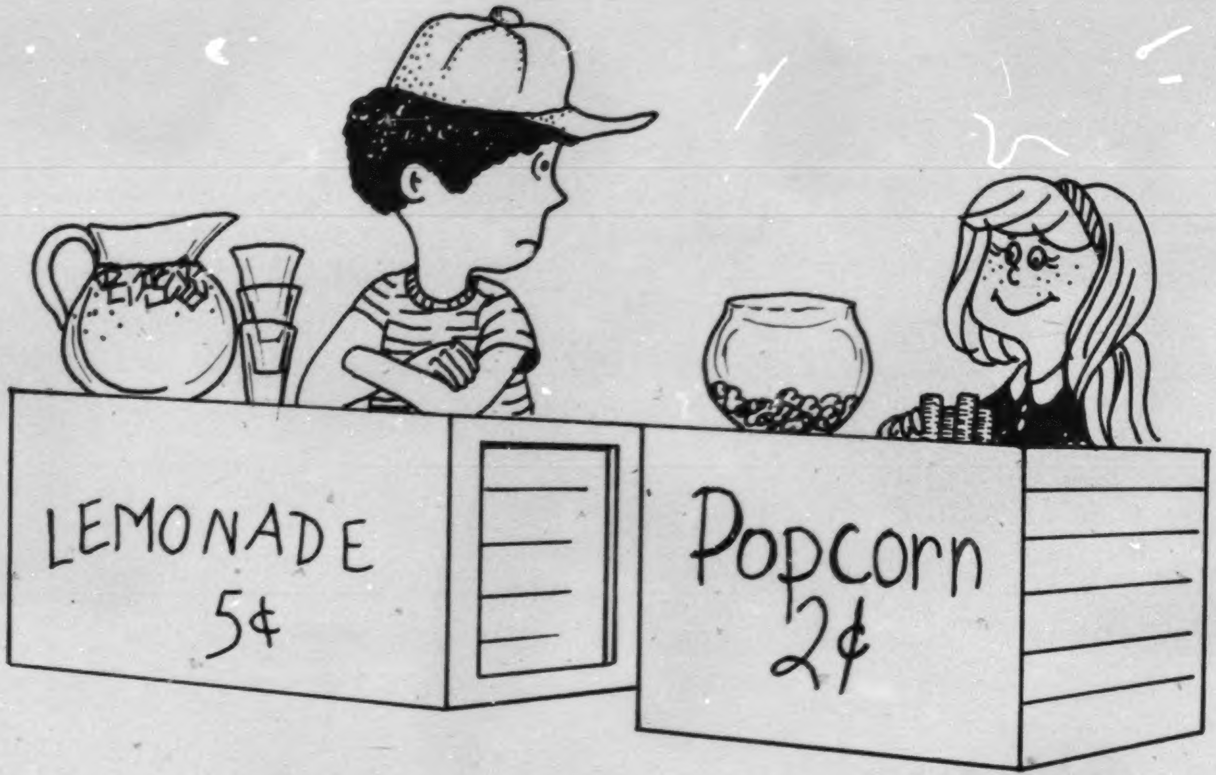
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________

Select one item which is the group's choice to produce in the factory.

S. M. 5

Lemonade and Popcorn

7-27


LEMONADE
5¢
Popcorn
2¢

GROUP MEMBERS

S. M. 6

## Owner Study

ITEM TO BE STUDIED

Is the item or one similar already available to consumers?

If the item or a similar one is already on the market, select several samples of the item and collect the following information about each.

| Where can it be purchased | Price | Describe color, style and general appearance | Record information found on the label |
|---|---|---|---|

What kinds of fabric might be used to make the item? Cost per yard?

Circle the types of sewing the item requires.

1. Machine sewing on curved edges
2. Machine sewing on straight edges
3. Machine top stitching
4. Hand sewing
5. Attachment of fasteners
6. List other types

S. M. 7

## Possible Field Trip Sites to Observe Clothing Production

(A partial list. You might be aware of others. Contact local Chamber of Commerce for futher information about the availability of sites for field trips.)

| NAME | ADDRESS and CONTACT PERSON | TELEPHONE # |
|---|---|---|
| Artic Enterprises<br>(Snowmobile suits, etc.) | Detroit Lakes, Minnesota<br>Frank Nikolas<br>Karlstad Plant - Detroit Lakes, Minnesota<br>Gene Givens<br>Thief River Falls, Minnesota | |
| H. W. Carter & Son<br>(children's) | Park Rapids, Minnesota<br>Staples, Minnesota<br>Harold Moffit | |
| Eastern Woolen | 400—1st Avenue North<br>Minneapolis, Minn. 55401<br>Henry Edelstein<br>8118 Hadley Avenue, South<br>Cottage Grove, Minnesota | (612)-222-5809 |
| Energy Manufacturing Corp. (ladies' and Men's outerwear) | Finch Building<br>St. Paul, Minnesota 55101<br>(Century, Wisconsin plant)<br>Burt or Ed Neff | (612)-222-5825 |
| Fingerhut<br>(outerwear) | 3104 W. Lake<br>St. Louis Park, Minnesota<br>D. Anderson | (612)-927-8471 |
| Gleneagles (men's part of Hart, Schaffner and Marx) | 110 North 5th Street<br>Minneapolis, Minn. 55403<br>Gordon Lucien<br>(plant also at Chisholm, Minn.) | (612)-333-0351 |
| Gordon and Ferguson<br>(leather only; ½ hr. tours) | 333 Sibley Street<br>St. Paul, Minnesota 55101<br>Jerry Lavin<br>(plants also at Menomenie and Bruce, Wisconsin) | (612)-224-4836 |

S. M. 7 (cont.)

Possible Trip Sites (cont.)

| NAME | ADDRESS AND CONTACT PERSON | TELEPHONE # |
|---|---|---|
| Great Six Co. (women's outerwear) | 430-1st Avenue, North<br>Minneapolis, Minnesota 55401<br>Cal Smith<br>(plant also at Brainerd, Minn.) | (612)-333-3291 |
| B. W. Harris Co. (Mens) | P.O. Box 3946<br>St. Paul, Minnesota 55165<br>J. C. Harris or<br>Richard Harris | (612)-455-2231 |
| Kid Duds | Cannon Falls, Minnesota 55009<br>Sig Goldsmidt or<br>Mrs. Zimmerman | (1-507)-263-6341 |
| M. Liman Mfg. Co. | 110 North 5th Street<br>Minneapolis, Minn. 55403<br>Sanford Lederfine | (612)-332-8215 |
| Milaca Mills | 5400 Wayzata Blvd.<br>Minneapolis, Minn. 55416<br>(plant also at Milaca, Minn.) | (612)-544-4492 |
| Munsingwear, Inc. (lingerie and knitted) | 718 Glenwood Avenue<br>Minneapolis, Minn. 55405<br>C. Gordon Aldrich | (612)- 374-4220 |
| North Shore Mfg. (women's outerwear) | Duluth, Minnesota<br>Sheldon Epstein | |
| Rainducher (sportswear) | Duluth, Minnesota<br>Dick Kent<br>(plant also at Chisholm, Minn.) | |
| Raven Industries (ski wear, snowmobile suits) | Sioux Falls, South Dakota<br>Dick Ramstead | |
| Samco Sportswear | 211 East 4th Street<br>St. Paul, Minn. 55101<br>Ray Shiller<br>(plant also at Crosby, Minn.) | (612)-226-2775 |

S. M. 7 (cont.)

Possible Trip Sites (cont.)

| NAME | ADDRESS and CONTACT PERSON | TELEPHONE # |
|---|---|---|
| Sharpe Mfg. Co.<br>(outerwear) | 1015 South 6th Street<br>Minneapolis, Minn. 55415<br>Carl Sharpe or Harry Goldberg<br>(plants also at Brainerd and River Falls, Wisconsin) | (612)-333-6536 |
| Wonderalls (children's sleepwear, small snowmobile suits, up to size 6 X children's clothing) | 600-1st Avenue North<br>Minneapolis, Minnesota<br>George Rosenberg<br>or Ginger Shaw | (612)-339-7141 |

S. M. 8

## Teams in the Clothing Industry

| The Team | Work Responsibilities | Skills |
|---|---|---|
| Textile Production (not part of class factory) | create, produce and supply the raw materials, fibers, yarns, fabrics | Some manual labor- operation of machines. Professional labor- work with people and materials to create new materials. Managerial- supervise production and sales. |
| Designers | design and help to decide which items will be produced. Make sample items. Decide which designs, fabrics, and findings will be used. | Largely professional and managerial. Some skilled manual labor in construction of sample items. |
| Production | cut, mark, assemble, sew, press garments. Package and store items. | Manual labor<br>Managerial |
| Promotion and Distribution | develop and carry out advertisement campaigns. | Professional and managerial, limited manual labor |
| Sales | develop and carry out sales campaign, work out delivery plans | Professional, managerial limited manual labor |

S. M. 9

[Name of students'
factory and Employer
(teacher's name)]

## Application Form

### Personal Profile

DIRECTIONS: This is designed to provide information about your interests and abilities. The material will be kept confidential. Please complete statements that apply to you by filling in the blank(s) provided or checking the word or phrases that best answer the question.

1. Name______________________________________ Age_____________

2. My machine sewing ability is:

   ______poor ______fair ______good ______excellent

3. My reading ability is:

   ______poor ______fair ______good ______excellent

4. My math ability is:

   ______poor ______fair ______good ______excellent

5. My ability to talk with others is:

   ______poor ______fair ______good ______excellent

6. I like to work with details. ______ yes ______no

7. I am even tempered. ______yes ______ no

8. People say I am shy. ______yes ______no

9. I feel that I do neat, accurate work. ______ yes ______ no

10. At school, I am late and absent.

    ______often ______sometimes ______seldom ______never

11. The school subjects I like best are______________________________.

12. I feel I am creative. ______yes ______no

S. M. 9 (cont.)

Application Form (cont.)

13. I prefer to ______let someone else lead me in work.

______let others follow my lead in work.

14. I prefer to ______work alone ______work in a group.

15. I am able to account for and handle money. _____yes _____no

16. I have had experience selling and making change. _____yes _____no

17. I feel that I can help people understand things. ______very well

______not very well

18. Decide whether you are interested in working on part of the design team or on part of the promotion and sales team. Place an X in the appropriate box.

☐ Design Team ☐ Promotion Team

19. I would like to have a job on this team because________________________

________________________________________________________________.

S. M. 10

## Design Team

List Names of Team Members:

Financial Manager________________________________

Suggested Responsibilities:

Select or design the particular style of the item which will be produced.
Choose fabrics, threads, decorations which will be used.
Determine cost of producing the item from the particular materials selected.
Determine amount of fabric and other materials required to make quantity needed.
Complete supply list.
Construct a sample of each item that will be made and keep record of time used.
Figure labor cost of construction of items.
Keep a financial record of material purchased and costs.
Design and produce a label to meet existing standards.

Questions to be answered. Tasks to be done.

Name and description or picture of item to be made.
Fabric recommended:
attach sample
Notions recommended:
attach sample
Cost:
fabric/per yard________________ pattern______________
width of fabric________________ other________________
notions (itemized)______________
Supplies:
1. Where are raw materials to be purchased?
2. Who will order materials?
3. What arrangements will be made to get materials to the factory?
Plans for storage of materials in factory?

S. M. 11

## Promotion - Pre-Sale Team

List Names of Team Members:

Team Supervisor ______________________________

Suggested Responsibilities:

- Consult with advertising team to plan ways of contacting consumers for pre-sale.
- Make arrangements for pre-sale activity.
- Set up schedule for workers who will be responsible for pre-sale.
- Learn how to complete record of sales.
- Keep complete record of sales.
- Keep accurate count of sales made and money received.
- Make plans for delivery of item to consumer.

Questions to be answered. Tasks to be done.

How can the consumers be contacted for pre-sale? a) when b) where
What records will be required?
Who will be responsible for pre-sale?
How will merchandise be delivered?

## Promotion - Advertising Team

List Names of Team Members:

Financial Manager ______________________________________________

Suggested Responsibilities:

Plan ways of letting consumers know about the item which will be sold.
Plan ways of getting the consumers interested in purchasing the product.
Select a brand name and prepare a hang tag.
Prepare and display advertisements.
Keep records of costs of materials used in advertising and promotion. (estimated and real)

Questions to be answered. Tasks to be done.

What means can be used to get information to the consumer?
What forms might the advertisements take?
What information is needed by the consumer to make a choice?
What information might be included to interest consumers in purchasing the item?
What can be included in the advertisement to attract and hold the consumer's attention?
Develop and sketch the advertisement that might be used.
Explain where, how and when they would be used?
Report to class for ideas and approval.
Carry out the plan.

S. M. 13

## Request Form for Materials and Supplies

Team________________________ Date___________________________

| Item Needed and Description | Amount | Cost per Item | Total Cost | Where Purchased |
|---|---|---|---|---|

Financial Manager______________________ Teacher_________________________

S. M. 14

Pre-Sale of ________

PRE-SALE

SELLER'S RECEIPT

AMT. REC'D____________

FOR____________

FROM____________

NO.____

SELLER____________

PRE-SALE

BUYER'S RECEIPT

DATE____________

DOWN PAYMENT OF____________

FOR____________

FROM____________

NO.________

BY____________

*Bring with when picking up merchandise

PRE-SALE

SELLER'S RECEIPT

AMT. REC'D____________

FOR____________

FROM____________

NO.____

SELLER____________

PRE-SALE

BUYER'S RECEIPT

DATE____________

DOWN PAYMENT OF____________

FOR____________

FROM____________

NO.________

BY____________

*Bring with when picking up merchandise

PRE-SALE

SELLER'S RECEIPT

AMT. REC'D____________

FOR____________

FROM____________

NO.____

SELLER____________

PRE-SALE

BUYER'S RECEIPT

DATE____________

DOWN PAYMENT OF____________

FOR____________

FROM____________

NO.________

BY____________

*Bring with when picking up merchandise

7-39

S. M. 15

## Expense Record

| Item Purchased | Where Purchased | Who Purchased | Cost per Item | Quantity | Total Amount |
|---|---|---|---|---|---|
| | | | | | |
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7-40

S. M. 16

## What's in an Advertisement

|  | Form Form |  |  |  | Attention Getting Device |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| Subject of the Advertisement | Printed Words | Spoken Words | Music | Pictures | Color | Size, Shape | Unusual Pictures | Sound | Information |
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S. M. 17

Sample Transparency: Cost of Producing 1, 5, 20, 50 Items

| Estimated Costs | 1 | 5 | 20 | 50 |
|---|---|---|---|---|
| Overhead -<br>lights<br>rent<br>building<br>insurance<br>heat<br>machines | $20 | 20 | 20 | 20 |
| Raw Materials | $ 1 | 5 | 20 | 48 |
| Labor<br>6hrs @ $2/hr. | $12 | 17 | 20 | 35 |
| Selling Arrangements | $ 1 | 1 | 2 | 3 |
| Advertising | $ 1 | 1 | 1 | 1 |
| Total | $35 | $44 | $63 | $107 |
| Cost per Item<br>÷ by numbers made | $35 | $ 8.40 | $ 3.15 | $ 2.14 |

S. M. 18

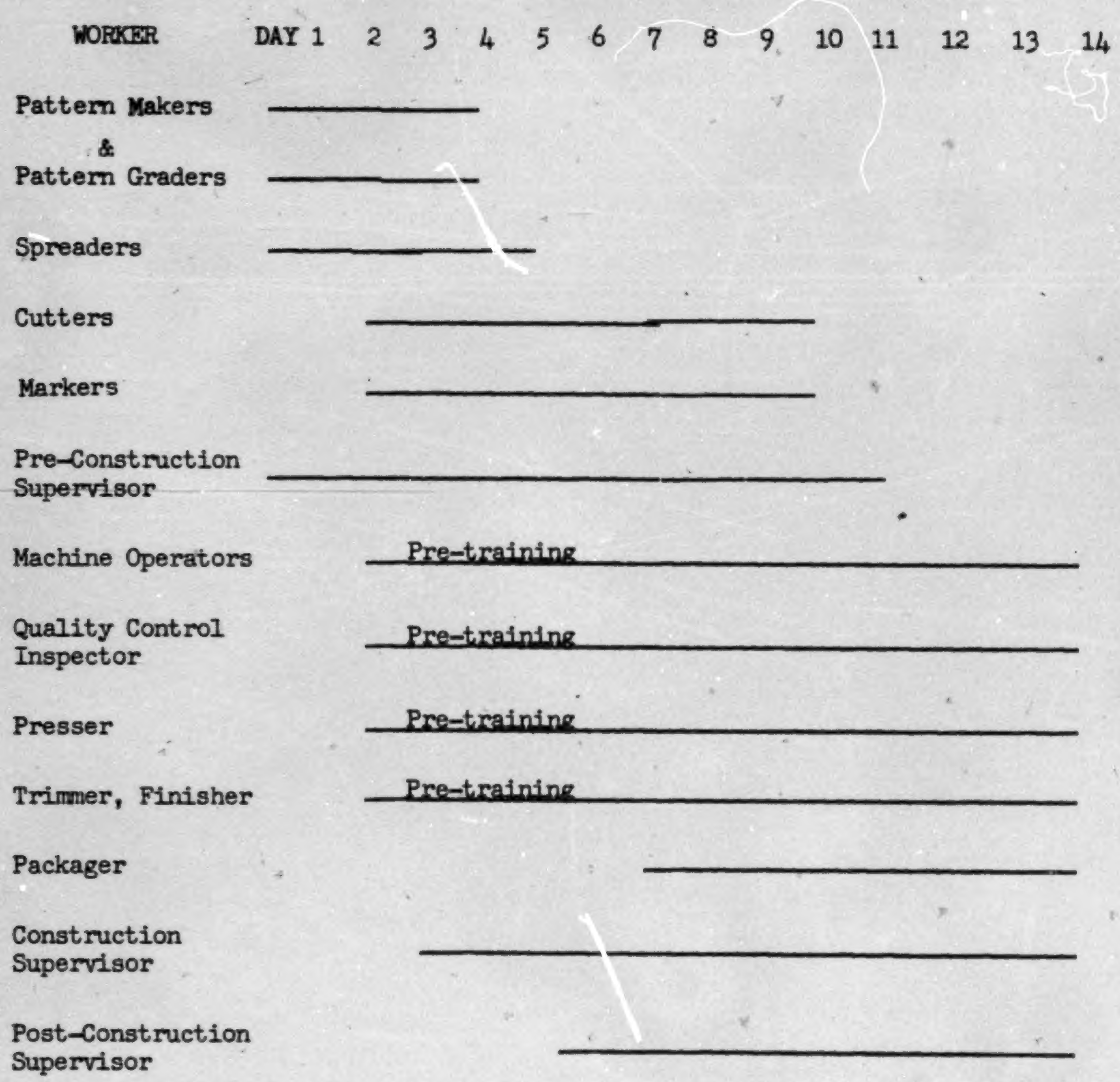
## Profit

| | | 20 Items | | | 50 Items | | |
|---|---|---|---|---|---|---|---|
| Percent of Profit | Cost to Produce | Price per Item | Profit per Item | Total Profit 20 Items | Price per Item | Profit per Item | Total Profit 50 Items |
| 100% | $2.85 | $5.70 | $2.85 | $57 | $3.68 | $1.84 | $92 |
| 50% | $2.85 | $4.28 | $1.43 | $28.60 | $2.76 | $ .92 | $46 |
| 25% | $2.85 | $3.57 | $ .72 | $14.40 | $2.30 | $ .46 | $24 |

S. M. 19

## Sample Production Chart

(showing approximate beginning and ending of work periods)



S. M. 20

## Pre-Construction Work in the Production System

1. Pattern Maker - Prepares several copies of the commerical pattern on tag board with the appropriate markings for grainline, fold and other construction features.

2. Pattern Grader- The actual work of grading the pattern into different sizes will not be simulated in the junior high factory. If different sizes are to be produced, the several sizes will be purchased and copied.

3. Spreader - Prepares the fabric for cutting. Prepares a mock layout of the pattern by taking sheets of paper which correspond to the width of fabric to be used. Lay out the pattern according to grain markings. This procedure economizes on the use of raw materials and helps to predict the amount needed to meet the pre-sale orders.

4. Cutter - Lays the pattern pieces on the fabric according to the spreader's plan. Cuts out the garment pieces. Before actual cutting, determine the number of layers which can be cut with accuracy. The tools available, fabric weight and skill of the cutter will influence the number of layers which can be cut accurately.

   The pattern pieces can be held in place by hand, or weighted depending on size. The outline of the pattern piece is then traced with pencil. The item is cut and internal markings put on after cutting.

   Pinning is not a part of mass production. In the simulated situation it maybe helpful.

5. Marker - Marks construction detail for sewing with pin, chalk, or pencil.

Pre-Construction Supervisor - Should be familiar with the supplies and equipment needed for each worker and with the work area as well as the general tasks. Can be placed in charge of keeping an accurate record of the number of items cut and number needed. Can be responsible for storage of materials, etc.

S. M. 20 (cont.)

## Construction Work in the Production System

1. Machine Operator - Operates sewing machine. Completes construction tasks assigned. Number depends on the method of production used and item being produced.

2. Inspector (Quality Control) - Familiar with the standards of quality construction for the particular item. Inspects each item. Sends correctable error back to the assembly line. Inspection may occur before final stages of production as well as after the final stages are completed.

3. Trimmer, Finisher - Complete hand sewing (buttons, hems, etc.) Checks for finishing touches, clips threads. May sew in company label.

4. Packager - Packages for sale.

5. Presser - Presses seams and details.

Construction Supervisor - Familiar with simple construction operation and techniques. Familiar with supplies and equipment. May answer questions, keeps pace of construction going on, reminds workers to complete time cards. Responsible for condition of construction area at the close of each day. Supervises storage of supplies.

Post Construction Supervisor - In charge of quality control, gives final inspection to item, writes inspection number on the label. Keeps accurate record of product out-put. Stores finished garments.

S. M. 21

## Mass Production Systems

There are three possible types of a mass production line.

1. Section Work: The garment or product is broken into very individualized steps for sewing. One person does that step all the time. When all the steps are completed, one person puts them together. There is not too much skill involved and it is tiresome. It is the most popular method because it is fast. Many people are needed and the method requires alot of space.

2. Bundle System: A variation of the section method. The product is broken down into similar parts. One person may do several steps to produce the sleeve (including cuff). There are several steps to this. As all the different bundles are finished, they come together and are sewn into the finished product. Sometimes parts don't match up. This method requires more skill.

3. Straight Line Assembly: This is where the garment, all the pieces, stay together. A person does one task and then passes the whole garment with the task done. In this way pieces match up, thus, insuring a better fit.

Floor Plan Ideas:

Set up the factory in a logical working order so the work can be passed from one step to the other without much extra movement. Have areas designated for the professional and managerial centers as well as the manual labor center. Keep as many of the supplies in these areas appropriate to that work as possible, so that the workers can get them without your assistance. Depending on the layout of your room, a S or Z or a circular pattern works out well for the manual labor.

S. M. 22

## A Job in the Production of a Product

1. My past clothing production experience includes:

| Item Made | Date | Previous clothing classes I have taken: |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

2. My favorite part of clothing construction is ____________________.

_______ Pattern Maker

_______ Spreader

_______ Cutter

_______ Marker

_______ Machine Operator

_______ Presser

_______ Finisher, Trimmer

_______ Packager

_______ Pre-Construction Supervisor

_______ Construction Supervisor

_______ Quality Control Inspector

_______ Post-Construction Supervisor

3. I think I am particularly well qualified for this job because ________
____________________________________________________________
____________________________________________________________

4. List two teachers or other adults that could be contacted as a reference about your capabilities.

| Name | When and Where to Contact |
|---|---|
| | |
| | |

5. To me, this class factory will be a success if (write as much as needed):
(use back of form if necessary)
____________________________________________________________
____________________________________________________________

S. M. 23

Name ____________________

## Employee Time Card

List Job(s) ____________________

____________________

Keep track of all time that you work. Be exact to the minute.

|  | Time |  |  |  |  |
|---|---|---|---|---|---|
| Date | In | Out | Describe What You Did | No. Pieces Completed | Points Earned |
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7-49

S. M. 24

## How Much Did I Earn?

1. Take out your employee time card.

   Add up the total number of minutes you worked. Total________________

2. Change the minutes into hours and minutes. Total______________

3. Minimum wage, for people over 16, as of Jan. 1, 1975 states that $2.00 per hr. must be paid. How much would you have earned for your labor at the minimum wage price?__________________

4. What is the actual pay rate for a worker of this type?

5. Multiply hours times rate of pay. ______________________

6. Would you be willing to work in this job at this rate of pay?__________
   Why? For how long?

S. M. 25

## Financial Report

### I. EXPENDITURES

| Team | Total Dollars Spent |
|---|---|
| Design Team<br>(includes cost of all materials for volumes of product made as well as other costs in selecting design) | ________ |
| Promotion Team<br>(includes cost of all materials for promotion activities) | ________ |
| Sales Team<br>(includes cost of all materials for sales) | ________ |
| Labor<br>(total amounts each student determined he or she would make) | ________ |
| Total Expense | ________ |

### II. INCOME

Sales Team

| Type and Number Sold | | | Selling Price | | Amount Earned |
|---|---|---|---|---|---|
| Firsts | ________ | x | ________ | = | ________ |
| Seconds | ________ | | ________ | | ________ |
| Others | ________ | | ________ | | ________ |
| | | | | Grand Total | ________ |

### III. PROFIT

Determine whether a profit was made. Substract the total expense from the total income for the total sales.

## S. M. 26 - MASS PRODUCTION - CLOCK ANALOGY

These statements are illustrative of the kinds of ideas which students might give when comparing mass production to clocks.

Both clocks and watches and factories sometimes break down and need expert repair.

If even a little thing goes wrong in a clock, it affects the accuracy of measurement; if even a little thing goes wrong in a factory, it affects products.

The clock has lots of gears; the factory, lots of workers.

The gears are different sizes and do different work, so do workers.

Money starts mass production; energy (electrical, mechanical) starts a clock.

Mass production results in a number of products all the same. The clock produces seconds, minutes and hours all of the same time measurement.

Mass production can be speeded up or slowed down by management; a clock can be speeded up and slowed down by a jeweler or repair person.

Both processes are repeated over and over.

A clock needs people to provide the mechanical labor or produce the electrical power; mass production needs people to perform the operations or run the machines.

Clocks and watches differ in size; so do mass production set-ups.

Clocks and factories are alike because their parts work best when they work smoothly together. (i.e., It makes for smooth operating when someone knows how to run a sewing machine or how much to wind a clock rather than mishandling the equipment.)

Clocks that do not measure time accurately may be replaced or scraped; factories that do not produce goods efficiently may be replaced or scraped.

Time doesn't have differences in quality, but the products of mass production may differ in quality.

The product which results from operating a clock is only one thing (time). The products of mass production are unlimited in variety.

There can be rejects of mass production, but there are no rejects of time.

S. M. 27

Name_______________

# Field Trip Observation

1.

| What workers did you see? | What were they doing? | Equipment Used |
|---|---|---|
| ex. receptionist | | |
| | | |
| | | |
| | | |
| | | |

2. A. Describe the working conditions (areas, space for each worker, lighting, temperature, equipment, etc.)

   B. Would you like to work under these conditions?_______________
   Why or why not?

   C. Which worker would you prefer to be?_______________________
   Why?

3. A. Was there something you did not like?

   B. What impressed you most?

4. What job in the factory might you like to have?____________________
   Why?

5. What training is needed? What experience is needed?

7-53

S. M. 28

## Analyzing Needs and Satisfactions

Part I

Directions: Put a plus sign (+) to the left of each statement that tells something you feel is important in your life.
Put a minus sign (-) to the left of each statement that tells something you feel is not so important.

_____ Feeling part of something big
_____ Doing things indoors
_____ Feeling important
_____ Working with words
_____ Being told what to do
_____ Working with numbers
_____ Getting attention
_____ Doing routine work
_____ Being a member of a group
_____ Having responsibility
_____ Working slowly
_____ Helping other people
_____ Working with your hands
_____ Knowing why you're doing something
_____ Being liked by co-workers
_____ Working with things
_____ Making decisions
_____ Working in a small group
_____ Being judged fairly
_____ Competing with others
_____ Feeling self-confident
_____ Doing exact work
_____ Becoming well known
_____ Being a leader
_____ Being creative or original
_____ Moving about as you work
_____ Talking to co-workers

_____ Keeping busy in a productive way
_____ Having convenient working hours
_____ Doing things on your own
_____ Feeling that you are good at your work
_____ Being honest and ethical
_____ Working quickly
_____ Doing a variety of things
_____ Working in pleasant surroundings
_____ Supervising others
_____ Doing work of value to people
_____ Telling others what to do
_____ Handling money
_____ Doing the best you can
_____ Making money
_____ Liking your co-workers
_____ Seeing the product of your work
_____ Feeling independent
_____ Always knowing what's next
_____ Working outdoors
_____ Doing the same task over and over
_____ Dealing with people
_____ Being able to express your ideas
_____ Feeling safe from accidents
_____ Making your family proud of you
_____ Traveling as part of your work
_____ Not having responsibility

Part II.

Select 5 - 10 statements which are most important to you to be able to find in a job. Circle them.

S. M. 29

## Experience Sheet

Student's Name________________________ Date _______________

1. What jobs did you have in the operation of the factory?

| | Describe what you did |
|---|---|
| Design Team | ________________________________________________ |
| Sales and Promotion | ________________________________________________ |
| Production Team | ________________________________________________ |

2. How did you like your jobs?

| | | |
|---|---|---|
| job__________________ | liked it very well ____<br>liked it fairly well____ | disliked it somewhat ___<br>disliked it very much___ |
| job__________________ | liked it very well ____<br>liked it fairly well____ | disliked it somewhat ___<br>disliked it very much___ |

3. Choose the favorite job and answer the following questions for that job.
   A. What aspects of your job did you like the most?

   B. What aspects of your job did you dislike the most?

4. What skills or knowledge was required for this task?

5. What past training and/or experience did you find useful?

6. How would you describe the working conditions you had?

7. What would you consider the major advantage if you did this job as a career? Specify job.

8. What would be major disadvantages?

9. What would you see as advancement opportunities in each of your tasks?

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